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ABSTRACT

A job analysis of vocational cooperative teacher-coordinators in secondary schools in Texas was performed. Five questions were investigated: (1) What tasks were performed and what relative percent of time was spent doing these tasks?; (2) When did coordinators learn to do the tasks they do and when did they feel these tasks should have been learned?; (3) How important to coordinators were the tasks which they performed?; (4) Would coordinators use teacher aides and if so, would this innovation result in a potential increase in vocational cooperative course enrollment?; and (5) What tasks are common to all of the program areas? A list of 211 tasks was compiled, validated, and printed in a questionnaire administered to cooperative coordinators in statewide inservice meetings during the summer of 1977. From 1,510 instruments received, 1,412 usable questionnaires were analyzed. Major findings include these: all 211 tasks were reported to have been performed by one or more vocational cooperative coordinators; 43% of their time was spent on clerical, youth leadership, and out-of-class coordination activities; the most important tasks appeared to be those requiring a high degree of communication skills; coordinators believed that most tasks should be learned by personnel before being hired or in a certification course; a majority of coordinators reported they could use a teacher aide part of the time; and tasks were not performed with significant difference among program areas. (Author/JH)

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WHAT VOCATIONAL COOPERATIVE TEACHER-COORDINATORS DO IN THEIR JOB IN SECONDARY SCHOOLS IN TEXAS

A final report of research performed
in cooperation with the

Division of Occupational Research and Development
Department of Occupational Education and Technology
Texas Education Agency

and the

College of Education
Texas A&M University

TEA Contract No. 78230027

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Mike Mitchell

ABSTRACT

Purpose

This study analyzed the job of vocational cooperative coordinators in secondary schools in Texas.

Objectives

The study investigated tasks performed, relative time spent on those tasks, when and ideally when tasks should have been learned, how important coordinators thought them to be and if coordinators would use teacher aides to assist in performing those tasks. It was sought to determine if comparable performance areas existed among the seven program areas and whether tasks were performed differently by coordinators in: large vs. small schools; large vs. small communities; coordinators with varying amounts of cooperative experience; and coordinators of full-time vs. combination units.

Methodology

A list of 211 tasks was compiled, validated and printed in a questionnaire administered to cooperative coordinators in statewide inservice meetings during the summer of 1977 with Texas Education Agency personnel assisting.

From 1510 instruments received, 1412 usable questionnaires provided data analyzed by various computer programs including the Comprehensive Occupational Data Analysis Program (CODAP).

Major Findings

All 211 tasks were reported to have been performed by one or more vocational cooperative coordinators. Only 16 additional tasks were suggested. The relative time coordinators spent performing these 211 tasks, divided into 11 duty areas, was: 15% clerical and program

management tasks, 14% youth leadership activities, 14% out-of-class coordination activities, 9% teaching lessons, 9% selecting and placing students, 8% testing and evaluating students, 8% planning and developing lessons, 7% guidance and counseling, 6% program publicity, 5% administrative duty assignments and 5% professional development.

Coordinators in some program areas performed certain tasks within duty areas a greater or lesser percent of time than all other coordinators. Ag coordinators varied measurably in seven of 11 duty areas, CVAE coordinators in six instances, Home Ec coordinators in five cases, VOE and Health coordinators in two duty areas, and ICT coordinators in one duty area.

All tasks, but one, were important with a mean value greater than 2.5 on a 4-point scale. The most important tasks appeared to be those requiring a high degree of communications skills. Coordinators believed that most tasks should be learned before being hired or in a certification course and that most teaching skills should be learned before being hired. A majority of coordinators reported they could use a teacher aide part of the time to assist them with clerical and record keeping tasks. They believed the assistance of a teacher aide would permit increased enrollment. Although differences existed, tasks were not performed significantly differently among program areas.

A unique method of evaluating differences in percent of respondents performing tasks was used by combining the group difference techniques of occupational analysis and Fisher's test of difference between proportions and frequency. There were many significant differences in tasks performed between coordinators in large vs. small schools, large vs. small communities, coordinators with varying amounts of experience and coordinators of full-time vs. combination units.

Coordinators reported working an average of 45 hours 21 minutes per week. They also reported they could perform acceptably or better as a multi-occupational coordinator as measured on a 5-point scale of very well, well, acceptably, poorly and would not try. Overall, coordinators seemed to spend more time teaching entire classes and less time teaching small groups or individuals.

In-service training programs had helped in improving coordinators job performance at the area or district and state levels. Local inservice training activities did not seem to be meeting the needs of vocational cooperative coordinators in Texas as they perceive it.

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CHAPTER I

THE PROBLEM

This study was a job analysis of the vocational cooperative coordinator in the secondary schools of the State of Texas. The role of the coordinator in a cooperative vocational education program at the secondary level may include a variety of unique duties and tasks which were not normally required of teachers in either classroom or vocational shop courses. This study proposed to address five questions.

Question #1

What tasks did coordinators perform and what relative percent of time was spent doing these tasks? There have been many studies examining tasks performed by people in a multitude of occupational categories. For many years Christal, Archer, and the staff (Christal, 1974) at the Human Resources Laboratory, Lackland Air Force Base, San Antonio, Texas, had been developing and perfecting the Comprehensive Occupational Data Analysis Program (CODAP) as a means of identifying the duties and tasks performed by members of an occupational classification. Using a modification of the Christal methodology, Cotrell (1972) identified 390 performance requirements to be used as guidelines in the development of performance-based core curriculums for in-school laboratory teachers and cooperative secondary program teacher-coordinators in vocational and technical education.

In the past, several task analysis studies of educational personnel were conducted by Pope (undated) and Lovelace (1975) in Educational Development Consortium D in Texas. These studies identified the tasks performed and the relative percent of time spent performing these tasks by teachers, administrators, and guidance personnel in the broad field of vocational education. With respect to coordinators, a Texas Education Agency funded project directed by Holder (1976) listed eleven duty areas supported by forty-five task statements which were usually the responsibility of post-secondary instructor-coordinators. However, no study prior to the date of this investigation had been reported that identified the tasks a coordinator did and what relative percent of the time a coordinator spent doing them.

Question #2

When did coordinators learn to do the tasks they do and when did they feel these tasks should have been learned? Many of the courses conducted by teacher-education institutions for the certification of vocational coordinators have been developed without the benefit of a study of tasks performed and the relative percent of time spent on these tasks by coordinators of cooperative vocational educational programs at the secondary level. Once having identified the actual tasks coordinators performed and the relative time spent performing them, it would seem that implicationsfor curriculum development would emerge.

For years vocational teachers were taught that curriculum or courses of study could not properly be developed without first doing a task analysis. The Texas State Board of Education stated that teacher-education institutions should determine what competencies should be developed by potential teachers and then provide instructional activities that would develop these competencies (Texas State Board of Education, Minutes, June 10, 1972). A recommendation of the Advisory Council for Technical-Vocational Education in Texas states: "Strengthening of . . . teacher preparation programs to improve realism: as one of their priority items (Advisory Council for Technical-Vocational Education in Texas, 1975). The Texas Education Agency, Department of Occupational Education and Technology, supported the concept of task analysis in the development of teacher education programs both in principle and through various funded projects mentioned above.

To guide the curriculum developer it would be helpful to know when the coordinators, who rank ordered the tasks, learned to do these tasks and when they felt that the tasks should have been learned. The respondents' answers provided guidance in the following three areas:

1. Did practicing coordinators from various program areas feel differently regarding what tasks an applicant should have learned before being hired? Preliminary exploration of tasks that coordinators felt should be learned before becoming employed indicated that different preservice qualifications should be required of applications to various programs. It also seemed that requirements of a coordinator-applicant in different program areas varied among programs.

2. Each of the programs required different courses to be taken by new coordinators before full certification was tendered. Did coordinators do the tasks they were taught to do in their certification courses and did they feel that the certification course was the best time to learn to do these tasks? Although many coordinators informally had expressed satisfaction with the preparation process for coordinators in their respective program areas, others suggested that modifications could improve the congruence between what is required for certification, what is taught in certification classes, and what is actually being done by incumbents on the job. For example, an examination of the Industrial Cooperative Training Handbook used in the Industrial Cooperative Training program (ICT) reveals that sixty to eighty percent of the students' class time was devoted to occupationally related individual study which left only twenty to forty percent of the class time for group instruction on general job skills (Vocational Instructional Services, 1972). However, sixty-six percent of the first year's certification course for ICT coordinators was devoted to learning how to give a group presentation. This practice was followed in spite of the fact that ICT coordinators were required to have two years teaching experience or to hold a bachelor's degree in an approved vocational education program (Texas State Plan for Vocational Education, 1976).

Yet, nowhere had a study identified what relative percent of the time a coordinator actually spent giving group instruction on general job skills, and what relative percent of the coordinator's time was actually spent in individual study guide activities, or which of these teaching techniques the coordinator perceived as being more important. This study proposed to examine what coordinators actually do and to provide a rationale for curriculum development which directly addressed the tasks the coordinators perform.

3. Coordinator-respondents provided input into curriculum design for in-service workshops which were required to be conducted for coordinators at the local, district, and state level. The staff of the Texas Education Agency was committed to assisting the teacher-education institutions in the planning and development of preservice and in-service instructional programs based on a wide range of professional competencies (Texas State Plan for Vocational Education, 1976, Table III). The tasks identified by coordinator-respondents as ideally being suited to in-service workshop presentations could be listed and published as guidelines for in-service workshop planners.

Question #3

How important to coordinators were the tasks which they performed? Many duties and tasks were required of coordinators which they did even though they perceived those tasks as being unhelpful or unimportant. Tasks which some coordinators have said were unimportant included processing of training plans, filling out follow-up reports, and sponsoring of youth leadership clubs.

Question #4

Would coordinators use teacher aides and if so, would this innovation result in a potential increase in vocational cooperative course enrollment? Many experienced cooperative coordinators had expressed the opinion that one of the factors which inhibited an increase in enrollment in cooperative vocational education programs was the number of clerical and record keeping duties which they were required to maintain for each student. Some expressed the belief that they would effectively serve a greater student population if more of their time were available for coordination duties, and if the clerical duties were performed by a teacher aide. Until a list of tasks had been identified and the relative percent of the time spent performing these tasks had been measured, it was not feasible to state definitively that a teacher aide would or would not be an asset to vocational cooperative coordination.

This part of the study pertaining to teacher aide did three things to address this problem:

1. Identified tasks which coordinators felt they would or could assign to teacher aides.
2. Determined the relative percent of time the employment of a teacher aide would release to a coordinator to pursue other duties.
3. Examined the percentage of increase in program size which coordinators perceived would be possible if they had the assistance of a teacher aide.

The use of teacher aides was believed to be a possible solution to an emerging problem in vocational education. The investigator expects increasing enrollment in vocational education programs due to the increased emphasis on career education in Texas. Also, an increased emphasis has been placed on vocational preparation by the United States Congress, Texas governor Dolph Briscoe, the Texas State Board of Education, and many others. Many students will seek career preparation activities which are best served by cooperative vocational education programs. It is imperative to plan now to serve future demands. At present, cooperative vocational coordinators are supposed to serve a minimum of 20 to a maximum of 35 students. However, many coordinators, feeling the pressure of increasing demand, are enrolling in excess of 35 students.

There are two possible ways to increase program size. One is to hire more coordinators. But, the pre-employment qualifications of a coordinator limits the number of available applicants. Also, the cost effectiveness of the twenty-to-one ratio needs to be examined in light of the public's reticence to increase public school funding. A second solution may be to permit increased program enrollment in those programs which have employed qualified teacher aides.

Question #5

What tasks are common to all of the program areas? Many administrators in vocational education and some coordinators have expressed the belief that the tasks of a cooperative vocational coordinator have enough commonalities among program areas that a properly prepared coordinator could effectively coordinate students in any of the program areas. Other equally qualified administrators and coordinators adamantly reject the idea that a coordinator can effectively coordinate across program lines. To date, the experience of coordinators in Texas has been limited to the diversified occupations program of the past, to the newer coordinated vocational academic education program, and to the experimental multi-occupational program. This study attempted to support or reject the claim that "a coordinator is a coordinator, is a coordinator" by identifying and comparing tasks which are commonly performed among programs. The significance of these findings again related to the potential number of students cooperative vocational education could serve. For if programs in the small communities can be combined under one coordinator, more programs will become eligible for funding, and more opportunities for vocational preparation through cooperative education will accrue a greater number of Texas high school students.

In addition, where the tasks prove to be common in all the program areas, the possibility exists of permitting coordinators to take these core courses outside of their program areas for certification. Presently, many coordinators must travel great distances to take courses offered in their program areas where similar courses are available in another program area closer to home.

This study proposed to discover what evidence exists in the perceptions of the incumbent coordinators about the job of a cooperative vocational coordinator. It also began building a clearer picture of the process of coordination from the baseline of data which were gathered.

Objectives

From the five questions addressed in this study ten objectives emerged. This study proposed to:

1. Identify and validate the tasks performed by coordinators of cooperative vocational education programs in the secondary public schools of the State of Texas.

2. Determine a relative percentage of the time spent by cooperative vocational coordinators on these tasks.

3. Identify tasks which coordinators feel should be among preemployment competencies, included in certification courses or taught in in-service workshops.

4. Determine the perceived importance of the performed tasks.

5. Determine the extent to which coordinators perceive that tasks normally performed by the coordinator may be assigned to a teacher aide.

6. Determine the potential percent of increase in student enrollment if teacher aides were employed according to coordinators' present perceptions.

7. Determine if comparable performance areas exist among the seven program areas and which could be taught to coordinators in any of the program areas in in-service workshops and/or certification courses.

8. Determine whether tasks and relative percent time spent on tasks vary according to the size of the school, the size of the community or the experience of coordinator.

9. Determine what tasks are performed significantly differently by full-time coordinators as compared with coordinators of combination units.

10. Provide a baseline of data which can be subsequently used in developing an instrument to evaluate cooperative programs.

Theoretical Base

The following statements represent the theoretical base for this study.

1. No validated source of tasks performed by secondary cooperative coordinators in Texas seems to exist.

2. The relative percent of time spent by secondary vocational coordinators performing different tasks needs to be determined; since this has been done for persons who are not coordinators, it is reasonable to expect that it can be determined for persons who are coordinators also.

3. Certification training is conducted separately by each program area and varies in length and content. In programs where teacher certification is a preservice requirement disproportionate emphasis is placed on teaching skill development in the certification training. This implies that different tasks are emphasized.

4. Differing preservice requirements for vocational coordinators in each program area exist in Texas. This would seem to imply that tasks expected of vocational cooperative coordinators in the various areas differ. On the other hand, since the structure and objectives of the various secondary cooperative program areas in Texas are similar, it may be theorized also that the tasks performed by vocational coordinators are similar.

5. At present, there is apparently little correlation between preservice requirements, certification courses, in-service curriculum, and tasks which should most appropriately be learned on the job. However, no validated data appears to exist to substantiate or to refute statements three, four, and five above.

6. Skills are required of coordinators which are not measured or considered in either the preservice certification or in-service training program.

7. Coordinators may be doing tasks which they believe are unimportant, resulting in diminished performance.

8. A career ladder is provided for teacher aides in the State Plan for Vocational Education.

9. It would seem that the use of a teacher aide would result in an increase in student enrollment.

Research Questions

From the theoretical base summarized above and a review of the literature, the following research questions have been formulated:

1. What tasks should be included on a validated task list?
2. What relative percent of time do coordinators spend doing the tasks they do?
3. What do coordinators perceive is the most appropriate setting in which to first learn a task?
4. Are there differences among programs in coordinators' perceptions of which setting is ideally suited for learning to perform particular tasks?
5. How important do coordinators believe are the tasks they perform and are their perceptions consistent across program areas?
6. What percent of coordinator-respondents would have a teacher aide perform each task?
7. What percent of time did coordinators report they would use a teacher aide?
8. What percent of coordinators would use a teacher aide in each program area?
9. To what degree do full-time coordinator respondents perceive that the use of a teacher aide would result in an increase in enrollment?
10. Do differences exist among program areas with respect to the percent of coordinators who would use a teacher aide to perform each task?
11. What tasks are in common and where do differences lie with respect to various program areas as related to teacher preparation?
12. Are tasks performed by teachers significantly different when set in large schools or small schools, large towns or small towns, or performed by more or less experienced coordinators?
13. What differences exist between the tasks performed by full-time coordinators as compared with coordinators of combination units?

Assumptions

The following assumptions were made pertaining to the research methodology used:

1. Coordinator-respondents can respond accurately to the relative time spent scale used in the questionnaire.
2. Coordinator-respondents who complete usable instruments are typical of all coordinators who are presently employed in vocational cooperative education in the State of Texas.
3. Coordinator-respondents can interpret each task statement as having the same meaning as that intended by the investigator regardless of the program area in which they taught.
4. The items on the task list were mutually exclusive.
5. The task list adequately described the job of a secondary level vocational cooperative coordinator in the State of Texas at that time.
6. The task list was properly validated.
7. Coordinator-respondents responded to and rated only the tasks which they did during the preceding year.

Limitation

Some coordinator-respondents felt that the instrument was an individual evaluation of their program and inflated the number of tasks checked.

Delimitations

This study was delimited to perceptions of coordinators who had completed one or more years of vocational cooperative teaching in a Texas Education Agency approved vocational program in the secondary schools of the State of Texas. Those programs were Agricultural Part-Time Cooperative Training (Ag), Coordinated Vocational Academic

Education Cooperative Program (CVAE), Distributive Education (DE), Health Occupations Cooperative Education (Health), Home Economics Cooperative Education (Home Ec), Industrial Cooperative Training (ICT), and/or Vocational Office Education Cooperative Education (VOE).

This study was delimited additionally to those coordinators who attended the scheduled meetings at the in-service workshops conducted by the Texas Education Agency during the Summer of 1977.

Additionally, this study was delimited to coordination tasks and did not include technical subject matter content.

DEFINITION OF TERMS

The following operational definitions and abbreviations were used in this study and are provided to assist the reader in understanding how terms were used by this investigator.

1. Combination-unit -- a program in which teacher-coordinators teach classes in addition to the cooperative related instruction class, (i.e., an academic class, a pre-employment laboratory class, etc.) and reported fewer than 20 students enrolled in their program.
2. Cooperative Vocational Education -- a method of instruction offered in some public secondary schools of the State of Texas designed to provide technical instruction, on-the-job training and work experience for students enrolled in one of the following program areas:

    Ag. Cooperative vocational education in agricultural related occupations

    CVAE. Cooperative vocational education in any occupational area offered to students identified as disadvantaged

    DE. Cooperative vocational education in occupations related to the distribution of products (sales)

    Health. Cooperative vocational education in health related occupations

    Home Ec. Cooperative vocational education in occupations related to home economics skills

ICT. Cooperative vocational education in occupations related to trade and industrial skills

VOE. Cooperative vocational education in occupations related to clerical and office skills

Multi Occupational. An experimental program in cooperative vocational education conducted on a limited scale in Texas in which students may learn any salable skill for which employment is available to them in their community.

3. Duty area -- That segment of a job supported by a sub-set of related tasks.
4. Secondary vocational cooperative coordinators -- Persons certified by the Texas Education Agency to conduct an approved program in the public secondary schools in which they teach one to three related instruction classes to their cooperative students during the regular school day and coordinate all school learning activities with the on-the-job learning activities of the students enrolled in their program. Students of these coordinators go to school part of the time and receive school credit for supervised gainful employment the other part of their time.
5. Task -- one of the activities necessary to accomplish the performance of a duty.
6. Teacher aide -- An assistant to a vocational cooperative coordinator.

CHAPTER II

REVIEW OF LITERATURE

In addition to the literature cited in The Problem, some studies have identified competencies and analyzed tasks, while others have examined the question of what tasks should be taught in different settings and what those settings should be; that is, preservice, in-service, or on-the-job. Coordinators have been questioned concerning their perceptions of the importance of the tasks they perform, and considerable research has been directed to the role of a teacher's aide. Also some studies addressed the question of whether the tasks coordinators perform are in common regardless of the program area in which they work. All of the above are some of the questions examined in the studies that follow.

Studies Pertaining to Coordinator's Competencies and Tasks

The final report on Model Curricula for Vocational and Technical Teacher Education: Report No. IV. A Foundation for Performance-Based Instruction, Cotrell et al. (1972) identified 390 performance elements clustered in 10 categories. These performance elements seem to be analogous to what, in other studies, have been called task statements. The categories apparently are similar to what others have called duty areas. Cotrell identified the performance elements using both occupational analysis techniques and a national critical incident study. Cotrell reported that 92% were in common across all program areas and that all tasks were rated as important by teacher coordinators.

However, Cotrell included tasks which are not time ratable, a fundamental requirement for measuring any task. An example is Cotrell's task number 307, "Express a philosophy consistent with the objectives of vocational-technical education."

Pope (1975), drawing on Cotrell's list, identified 105 tasks and sub-tasks, which were common and unique to vocational teachers in program areas, by conducting a Comprehensive Occupational Data Analysis Project (CODAP) (Christal,1974). Pope drew random, but not proportinate, samples from the seven program areas of Ag, Occupational Orientatation, DE, Health, Home Ec, ICT, and VOE. He concluded that "While a great deal of similarity was noted across program areas, very distinct differences were noted."

Lovelace (1975) conducted a similar study using post-secondary teachers only. Lovelace used 94 tasks which he analyzed using CODAP. He also compared perceived importance with relative time spent. He concluded that "An instructional system development design based on tasks (competencies) performed by practicing teachers can be used as an approach for the development of curriculum for effective and efficient vocational teacher education programs."

Timm (1976) at Temple University designed a study to compare total cooperative coordinators (those similar to full-time coordinators in Texas) with capstone coordinators (those who teach preemployment labs and assist their students in obtaining part-time employment). Using 371 teacher performance elements, he compared the degree of importance associated with each task by total cooperative coordinators and by capstone coordinators. Timm's study did not consider program areas separately. He concluded that "There were no differences in the perceptions of the degree of importance of tasks performed between total cooperative coordinators and capstone cooperative coordinators."

In the project,Attaining Competence for Teaching in Vocational Education (ACTIVE) (Florida State University, 1976), a nine phase project conducted in Florida, the investigators identified 73 competancies, in eight categories, needed by cooperative coordinators. A random sample of 150 coordinators from Florida Schools were questioned concerning competencies and importance. The project concluded that there were numerous competencies considered important by Florida's teacher-coordinators.

In addition to the studies mentioned above, Hudson (1978) is currently conducting a comprehensive study of the whole population of vocational agriculture teachers in New Mexico.

From the variety of task analysis studies cited above, the investigator gleaned many tasks which were then incorporated into the list of possible tasks used to describe the job of a vocational cooperative coordinator in this study. However, none of the above task lists were considered totally useful for this study due to the brevity of the task lists or the inclusion of tasks which are not time ratable. Consequently, this investigator deemed that further study was warranted.

Studies Pertaining to Teacher Education

Several studies have addressed curricula to educate teacher-coordinators. Many of the recent studies are designed on a performance or competency based teacher education model. Having identified competencies, functions, performance elements, or tasks using a variety of techniques, curricula have been written or guidelines have been prepared to develop curriculum (Budke, undated; Harris, 1965; Andreyka, 1969; Ferguson, 1971; Wallen, 1973; Matteson, 1974).

However, no study was identified in which comparisons were drawn directly between the time when coordinator-respondents first learned to do a task and when, ideally, they felt they should have learned to do it. Therefore, this study also proposed to seek incumbents' perceptions as one input which may be used in designing preservice competencies, certification requirements, and in-service training activities.

Studies Pertaining to the Importance of Tasks

Task analysis studies frequently request coordinators to rate the importance of tasks (Andreyka, 1969; Murphy, 1972; Gilligan _et al_. 1974; Florida State University, 1976). Sometimes importance has been compared with time spent ratings as in the study by Lovelace (1975), _A Comparison of Perceived and Actual Tasks Performed by Selected Vocational-Technical Teachers in Texas Public Community Colleges_. Lovelace found that "There was a difference between the ranks of tasks performed by the sample and the ranks of the perceived importance of the tasks as rated by the population of post-secondary vocational-technical teachers in selected Texas public community colleges."

In view of the possible criticism that relative time spent is not related to the importance of the tasks, the investigator believed it was necessary to examine this variable on a greater number of tasks than was used in Lovelace's study.

Studies Pertaining to Use of a Teacher Aide

In addition to professions which have traditionally used aides, such as medicine, para-professionals are becoming more widely accepted in the legal profession (Statsky, 1974; Schrader and Knight,1976). Their use is being examined, or at least advocated, in the field of education as well.

In a study sponsored by the United State Office of Education, Bureau of Research, Larkin and Teeple (1969) summarized that "Employment opportunities for para-professionals and technicians in education in the coming decade are likely to reflect changes within the education system. More than a fourth of the 2.2 million employment growth in education between 1966 and 1975 will represent opportunities for aides, assistants and technicians in the nation's schools."

Pilot activities in the guidance assistance project have produced mixed results and recommendations were made for improvement in the Deerfield Public Schools (1968) from which Zinpfer et al, (1970). have suggested recommendations for training, roles, recruitment, and supervision of personnel.

In other areas, Wolamsky (1972) discussed the benefits gained and problems encountered in differentiated staffing patterns as reported in School Shop Magazine. Saylor (1975) reported in the Agricultural Education Magazine on the use of para-professionals in the Future Farmers of America organization.

Some studies described the use of teacher aides in disadvantaged (Crawford, 1976) and special needs (Blanc, 1976) programs but no studies were discovered which reported the use of a teacher aide in a cooperative education program as an assistant to the teacher-coordinator.

An evaluation of the Aides to Career Education Program (ACE) in Los Angeles public schools reported that "The program was effective in meeting its overall goal of increasing individual assistance to disadvantaged students." (Crawford, 1976) A handbook was developed as part of the ACE program. This handbook provides information on: (1) Classification of aides including job definition, typical duties, and class and entrance qualifications; (2) The use of aides by presenting guidelines for their most effective utilization; (3) A definition of the legal responsibilities to teachers and aides within the program; and (4) Program accountability and evaluation including sample program data sheets.

Another training manual or handbook developed by Blanc (1976) at Boston State College is designed to aid in training the para-professionals to assist in the shop, in the resource room, and in counseling. It was not known, however, if the duties listed for aides to perform in either handbook were identified on the basis of task analysis.

No literature was discovered which addressed the training needs of a teacher aide in cooperative education. However, Burns (1971) suggests that the training of para-professional personnel take place in the two year college.

Bowman and Kloph (1966) wrote about the advantages of using teacher aides but cautioned that: (1) Role specifications and perogatives of auxiliaries be clearly defined; (2) That there be preservice training to develop communication and job skills; (3) That there be a continuing in-service training program; (4) That cooperation of community colleges be sought for training auxiliaries; and (5) That use of auxiliary personnel be institutionalized into a program offering job security and being an integral part of the school. In addition, Sager (1974) suggests that teachers who use aides need training in how to work with adults.

As noted above, the role of the teacher aide is apparently not referenced in the literature with respect to cooperative education programs. Therefore, this study would fill that gap by asking coordinators what tasks they would have a teacher aide assist them in performing and what effect this innovation might have on the number of cooperative students enrolled in their program.

Studies Pertaining to Commonalities Among Programs

Some studies addressed the question of whether the tasks coordinators perform are in common regardless of the program area in which they work.

In An Exploratory Analysis of the Roles and Role Conflicts of Vocational Teachers in Oklahoma Sutker et al. (1967) various program areas were analyzed and substantial differences in attributes were found among trade and industrial teachers, distributive education teachers, and technical teachers. Pope (1975) stated that "While a great deal of similarity was noted across program areas, very distinct differences were noted." Lovelace (1975) reported "There was an observable difference in the percentage of coordinator-respondents performing each task among the vocational program areas."

However, in the three studies cited above, the respondents included a majority of laboratory teachers and a minority of cooperative coordinators. This leaves unresolved the question of whether the tasks performed by a cooperative coordinator are performed in common without regard to program areas.

Interviews with former cooperative coordinators, who are not supervisors, as well as interviews with directors and supervisors of vocational programs in Texas supported the idea that there is a high degree of commonality in tasks performed by cooperative coordinators in Texas; so much so, that an experienced coordinator should be able to function as a coordinator in any program area (Todd,1976). Further, Duncum (1977), Supervisor of the Cooperative Education Program for the Austin Independent School District, Austin, Texas, has stated that not only does a cooperative coordinator perform common tasks across all program areas but that, "The multi-occupational concept, like the old diversified occupations program, is the reasonable answer to cooperative education in isolated small towns."

Additional information on the commonality of tasks can be gleaned by reviewing several state guides to cooperative education. In guides for coordinators from Vermont (1978), Illinois (Handbook, undated), and Hawaii (Cooperative, undated) tasks expected of coordinators are suggested for all service areas. In states such as Texas, where a separate guide is published for each program area, an analysis revealed that there was little difference in tasks required of cooperative coordinators among program areas.

Although observed differences have been reported in previously conducted studies these observations did not seem to consider cooperative programs alone and have not been subjected to rigorous statistical evaluation. Thus, it seemed warranted by the investigator to evaluate the commonality of the rankings of tasks performed by cooperative coordinators only, using an accepted statistical technique to supplement the analyses by observation.

In summary, because of the gaps in the body of knowledge concerning cooperative education cited in this review, it seemed appropriate to design and conduct a research project to answer questions concerning the tasks engaged in by teachers of cooperative vocational education.

CHAPTER III

METHODOLOGY

Developing the Instrument

Since this study was a task analysis of the vocational cooperative coordinator in the State of Texas, the first problem the investigator faced was the assembly of a list of tasks which, when organized into appropriate duty areas, correctly described the job done by a vocational cooperative coordinator. The original task list was developed from the personal experience of the investigator and was further modified by a review of the pertinent literature which included the ICT handbook (Vocational Instructional Services, 1972), vocational agricultural handbook (Texas Education Agency, undated), and Smith (1972).

This task list was further refined by conducting interviews with four incumbent vocational cooperative coordinators (Appendix F) and six first-line supervisors (Appendix G) possessing coordinating experience in six program areas. Each coordinator, supervisor, and director was asked to describe the tasks which they do throughout a typical year. The interview began by the investigator asking, "On a typical day, what do you do between the hours of eight and nine, nine and ten, ten and eleven, eleven and twelve, twelve and one, one and two, two and three, three and four, four and five, five and six, six and seven. . . and beyond? What task do you do on a Monday which differs from those you do on a Tuesday, which differs from Wednesday, Thursday, and Friday? And what tasks do you perform on weekends with respect to your job? What tasks do you perform that are unique to the month of August, September, October . . . and so on?" The interviewees were then asked, "What specific tasks do you do relating to the selection and placement of students, guidance and counseling activities, planning and developing lessons, teaching lessons, testing and evaluating students, program publicity, out-of-class coordination activities, clerical and program management tasks, youth leadership activities, professional development, and administrative duty assignments?" These duty area categories had been identified from the review of literature cited above.

At the conclusion of each day's interview, the tasks which had been obtained in the interview were compared with the original task list. Tasks which were repetitious were discarded; new tasks which had been discovered from the interview were then added to the task list under an appropriate duty area; and wording was modified, if necessary. This process was continued until it seemed to the investigator that no new tasks were emerging which would modify the existing task list.

After having completed this questioning process with the coordinators, supervisor, and directors, the investigator gave each interviewee a listing of the task statements and asked for comments pertaining to (1) providing additional tasks not listed, (2) modifying any tasks listed, (3) dividing tasks which appeared to be too broad, and (4) combining different but overlapping task statements into one specific statement. This process increased the number of the task statements from the original 178 tasks developed by the investigator to 227 tasks. These statements were then compiled alphabetically under duty areas, except where a sequential grouping of tasks was deemed more appropriate.

On May 31, 1977, a jury meeting was held in Austin, Texas at the Texas Education Agency to discuss and validate the task statements formulated so far. The meeting, attended by program directors or their representatives (Appendix H) from each of the named program areas represented in vocational education, was conducted by the investigator and a research assistant. After a short introduction and explanation, the members of the jury reviewed all tasks for validity, wording, and importance and added or deleted the task statements as they deemed appropriate.

First, the jury members read the total list of the 227 task statements to familiarize themselves with the overall nature of the tasks. Next, they were given an envelope containing an individual sheet for each task statement in each duty area. They were asked on a form for each task statement in Duty Area A, Selecting and Placing Students, and so on through all duty areas, the following questions: Is this a valid task? If not, modify or reject. Is this duty area assignment correct? After all members had finished evaluating all the task statements, the judges discussed all the task statements individually. Changes were made, if necessary, and a consensus wording was worked out. Tasks were deleted only if all members desired deletion. Tasks could be added by any one member of the group. This review was continued for each of the duty areas. The task list as modified by additions and deletions numbered 209 task statements. These task statements were then put into the questionnaire format designed to ask of each task whether the coordinator did that task; what relative time the coordinator spent doing that task on a scale of one to seven (Carpenter et al, 1975); when coordinators first learned to do the tasks they do and when coordinators felt they ideally should have learned to do the tasks they do; how important each task was that the coordinators stated they performed; and finally, whether coordinators could use a teacher aide to assist them in performing that task.

After all the task statements had been validated by the jury, some sample background questions were distributed and discussed with the members. Minor modifications were made to those background questions by the jury. A total of seventeen background questions were included in the questionnaire.

Pilot Testing the Instrument

The questionnaire was pilot tested in June of 1977 in the vocational curriculum development classes of James E. Christiansen and the second year ICT coordinators' certification class of Joe Norwood at Texas A&M University in College Station, Texas. A total of 22 questionnaires were filled out; seventeen of these were completed by students with at least one year of coordinating experience; and five were evaluated by students with less than one year of coordinating experience in order to test for ambiguities, style, clarity, and visual effectiveness. In addition, one instrument was reviewed by James E. Christiansen of the Department of Agricultural Education, Texas A&M

University, one by Douglas T. Goodgame of the Occupational Research Program of the Department of Industrial Engineering, Texas A&M University, and one by Kenneth Hogue of the Occupational Research Program of the Department of Industrial Engineering, Texas A&M University, and one by the investigator for further improvements. Suggestions were incorporated into the existing format.

Pilot testing revealed that it was necessary to make a modification in the number of responses each coordinator would be asked to make on the questionnaire. The anticipated time frame for completing the questionnaire was one hour. However, coordinator respondents were observed to be taking longer than one hour to complete the questionnaire; therefore, it was decided to arrange the questionnaire in such a fashion that all coordinators would respond as to whether they performed a task or not. All coordinators would rate the tasks with reference to the relative time spent performing those tasks; and all coordinators would respond to all of the background variables. However, only half of the coordinators would be asked when they first learned to do a task and ideally when they should have first learned to do that task; and the other half of the coordinators would be asked to respond to the importance of the task and whether they would use a teacher aide to assist them in performing that task. To avoid two printings of the questionnaire, the booklet was modified so that half of the questionnaires had blue covers and the other half had golden-yellow covers. Appropriate instructions were written concerning which columns the coordinator-respondents would answer depending upon the cover color of the questionnaire.

At the suggestion of Kenneth Hogue, Task Analysis Specialist of the Industrial Engineering Department of Texas A&M University, a revision committee meeting was held on July 7, 1977 to insure that the meaning of the task statements would be unambiguous and clear to all coordinators. The meeting was attended by one ICT coordinator, two DE coordinators, and one Ag coordinator, and was conducted by the investigator and a research assistant. Each participant was given a copy of the most recent task statement list and was asked to read all task statements for clarity, completeness, and possible ambiguities. All task statements were then discussed by the revision committee to establish that the meanings would be the same to coordinators in different program areas. A few changes in wording were made as necessary. The total number of task statements was increased from 209 to 211. These task statements represented the final wording used for the questionnaire. The final form of the questionnaire used in this study was developed from the insights given and suggestions received from pilot testing and from the revision committee meeting.

Administering the Instrument

The investigator was offered the opportunity to administer the instrument during the following In-Service Meetings and Workshops:

Health Occupations, Baylor University, Waco, Texas, July 21, 1977
Home Economics, Hilton Hotel, Dallas, Texas, July 26, 1977
Vocational Office of Education, El Tropicana Hotel, San Antonio Texas, July 28, 1977
Agriculture, Baker Hotel, Dallas, Texas, August 2, 1977
Industrial Cooperative Training, Convention Center, Ft. Worth, Texas, August 3, 1977
Coordinated Vocational Academic Education, Sheraton Hotel, Ft. Worth, Texas, August 4, 1977
Distributive Education, Astrovillage, Houston, Texas, August 4, 1977.

All of the above in-service meetings, except ICT, were held in one group setting. There were five group settings for ICT coordinators.

The questionnaires were laid out in the assigned meeting rooms on every chair by alternating the blue and yellow booklets. The coordinators were then invited to come in and sit down at any place. At each in-service meeting described above, a member of the project staff took approximately 20 minutes to explain the nature and purpose of the study and to give instructions regarding the completion of the questionnaire. Coordinator-respondents then took from 40 minutes to one hour to complete the questionnaire.

The number of blue and yellow booklets was divided approximately equally in each program areas as evidenced by a t-test of the null hypothesis of no difference in the number in each group. The null hypothesis was rejected with a t = -1.19, p = .09.

Processing the Completed Instrument

From the 2800 printed questionnaires, 1510 were filled out, 1412 of which were accepted for processing. Each questionnaire booklet was examined individually for completeness. A booklet was considered to have been sufficiently completed for processing if the coordinator had completed columns 1 (check each task you do as a vocational coordinator) and 2 (rate time spent doing each task), and had checked at least one of the tasks in either of the last two duty areas. Each coordinator's response was evaluated to determine if the written number would be clearly intelligible to the keypuncher, and that the numbers were within the limits defined by the scales. Background question 7 was converted from hours and minutes to minutes only. The booklets were numbered according to a numbering scheme used in a questionnaire log.

Each booklet was examined and any tasks or comments which respondents added were listed. The comments were noted but not reported in this study. Each additional task deemed to be mutually exclusive of those printed in the questionnaire is reported in the findings. In addition, those which seemed to be modifications of the tasks listed in the questionnaire are reported in their modified form.

After examination and coding, sixteen boxes of questionnaire booklets were shipped to the Wynne Unit of the Texas State Prison System, Huntsville, Texas, where keypunchers transcribed the data from the booklets to computer magnetic tape. The tape was returned to Texas A&M University and a program called CODEDIT (Dickenson, 1977) was run through the Amdahl computer. The printout revealed that there were some errors on that tape; consequently, the booklets were then reviewed in the following manner.

Every background question of every booklet was examined and compared with the responses on the tape for accuracy. Every 25th booklet was examined in its entirety. This examination revealed that errors were not of sufficient magnitude to require an entire repunching. Errors which had been detected by CODEDIT and errors in the background questions were listed and returned with the tape to Huntsville for updating. The second CODEDIT run was completed which indicated that the overall error rate was less than one-half of one percent; therefore, the tape was considered to be usable.

Computer Analysis of Data

Dick Dickinson, a computer programmer for the Occupational Research Program, Industrial Engineering Department, Texas A&M University, assisted in running the following programs of the Comprehensive Occupational Data Analysis programs called CODAP (Christal,1974). The sub-Programs of CODAP used in this study were: Input Standard, JOBDEC, VARSUM, OVLGRP, and PRTVAR.

The CODAP system was selected for analyzing the relative time spent portion of the study based on research performed by the United States Air Force (McFarland,1974). McFarland's study compared time spent on tasks using CODAP and management engineering techniques. Both techniques yield essentially the same information. However, instead of using the questionnaire format of CODAP, the MET measurement phase lasts a minimum of one complete work cycle, which in our study was one year. Since McFarland reported that the correlation between CODAP analysis and MET techniques is r = .79 with N = 1,784, the decision was made to use CODAP considering the savings in time and expense which would accrue.

Input standard was a raw data editing and input program which read the task statements and coordinator responses, and converted this data to a history data format and a history matrix. From this was developed the relative time spent task analysis computer program. JOBDEC calculated and printed composite job descriptions for all responding coordinators and a separate job description for each of the seven program areas: Ag, CVAE, DE, Health, Home Ec, ICT and VOE. This JOBDEC provided the following information: The duty and task number, duty and task title, the percent of members performing each task, the average percent time spent by members performing, the average percent time spent by all members, and a cumulative average percent time spent by all members.

VARSUM produced a summary of the background variables. It printed the frequency and percentages of each of the background variables and each of the secondary variables. Those were: when learned, ideally when learned, importance, and whether or not coordinators would use a teacher aide to perform that task.

The sub-programs Overlap and Group (OVLGRP) were utilized to see if there were recognizable groups which could be identified as the result of their analyses. For clarification, it should be noted that the program OVLGRP generated a similarity matrix of all possible paired comparisons between individual cases. Using over a billion calculations, it continuously evaluated and grouped together coordinators who performed similar type tasks. Similarity is expressed as a percentage of common tasks performed. The program Group used this similarity matrix as computed in the Overlap program to form clusters of cases. This hierarchial grouping detected whether or not coordinators clustered together the tasks they performed around a specific job title.

PRTVAR printed the background variables which identified the types of coordinators who clustered together and sequenced coordinators' responses according to the programs K-Path number.

In addition to these CODAP programs, a special computer program was written by Barker (1978) at Texas A&M University to produce percentages for each program area, for each task, and for each setting of when and ideally when coordinators feel a task should be learned. Barker also wrote a program called ANSCHEFF (Barker,1973) which did three things. It developed a mean of the coordinators' responses as to the perceived importance of tasks which they performed; it analyzed the variance between program areas on these responses; and it tested significant differences using Scheffé's test to detect in which program areas differences existed.

In addition, the statistical analysis systems (SAS) (Barr, et al. 1976) was used to detect differences in four groups. A difference between proportions and frequency test (Guilford and Fruchter, 1973) was then run on each task difference in all of the four groupings to determine which tasks were significantly different. This test took into account not only the proportion of differences in percent performing but also the number of respondents who indicated they performed that task. The four groups were:

Large Schools Versus Small Schools

Differences in percent of members who performed tasks were determined between large schools and small schools. The dividing line was determined by taking the mean of school size. Large schools were those which had an enrollment equal to or in excess of 1492 students and small schools were those having less than 1492 students.

Large Towns Versus Small Towns

The background data identified large towns as having a population equal to or in excess of 50,000. The difference in percent of coordinators performing each task in large schools and small schools was determined in each program area.

More Experience Versus Less Experience

Coordinators who had between one and three years experience were identified and compared with coordinators who had four or more years experience using the group difference process.

Full Time Versus Part Time

There were two criteria for determining full-time cooperative coordinators. First, coordinator respondents must have indicated a total of more than 20 students enrolled in their cooperative classes of the previous year. Second, the coordinator-respondents must not have indicated classes were taught in any area other than a cooperative program.

Reporting Computer Output

Some of the tables presented are a synthesis of several computer printouts. These printouts have been filed with the Texas Education Agency, Department of Occupational Education and Technology or Texas A&M University, College of Education. If the reader wishes to examine the original computer output, please reference project #78230027.

CHAPTER IV

FINDINGS

An analysis of the data collected from 1412 Texas Cooperative Teacher Coordinators during the 1977 summer in-service workshops revealed the following information.

Findings Pertaining to Research Questions

Research Question 1: What tasks should be included on a validated task list?

All of the tasks listed in the questionnaire were performed by one or more coordinator-respondents. Only 70 coordinator-respondents added tasks to the list which described their job. Sixteen additional tasks seemed to be mutually exclusive and were deemed appropriate to be added to any list of tasks describing the job of a cooperative coordinator. Eight task statements suggested by respondents were incorporated into a rewording of the original related task statements (Table 1). For example: "Visit with school administrative personnel concerning student progress" (G 112) should be modified to read, "Visit with school administrative personnel concerning student progress/problems."

The suggestions for additional tasks received in Duty Area K, Administrative Duty Assignments, were summarized into five additional task statements. It was discovered by the investigator that the school administrators were using coordinators in a wide variety of tasks which were unrelated to their principal employment. Respondents indicated that they performed tasks as substitute teacher, school counselors, school nurse, school janitor, principal or assistant principal, vocational director and department head. Some of them performed duties such as landscaping the grounds, running the school's store, serving as

TABLE 1

TASKS WHICH RESPONDENTS SUGGESTED BE ADDED AND/OR A MODIFICATION OF TASKS USED IN STUDY

Additional and Modified Tasks

Duty Area A: Selecting and Placing Students

Refer student applicants to programs suited to their vocational needs.

Duty Area B: Guidance and Counseling

Assist students in identifying opportunities for further education and assist students in obtaining post-graduate job placement.

Duty Area C: Planning and Developing Lessons

Modify learning material for individual instruction.

Duty Area D: Teaching Lessons

Teach lessons using periodical literature.

Duty Area E: Testing and Evaluating Students

None

Duty Area F: Program Publicity

Prepare notebooks, brochures or audio-visual material to publicize program.

Duty Area G: Out of Class Coordination Activities

Visit with school administration personnel concerning students' progress/problems. (Modification to Task G 112)

Duty Area H: Clerical and Program Management Tasks

None

Duty Area I: Youth Leadership Activities

Assist in conducting contests for local level.

Assist in conducting contest for district level.

Assist in conducting contests for area level.

Assist in conducting contests for state level.

Assist in conducting contests for national level.

Assist state and national youth leadership club functions other than contests.

Additional and Modified Tasks

Attend/chaperone students at local youth leadership chapter meetings. (Modification to Task I 156).

Attend/chaperone students at district youth leadership chapter meetings. (Modification to Task I 157)

Attend/chaperone students at area youth leadership chapter meetings. (Modification to Task I 158)

Attend/chaperone sutdents at state youth leadership chapter meetings. (Modification to Task I 159)

Attend/chaperone students at national youth leadership chapter meetings. (Modification to Task I 160)

Establish local youth leadership organization (DECA, FFA, FHA-HERO, OEA, TAHOSA, VICA, VOCT, and/or others, YHA, 4H, etc.). (Modification to Task I 153)

Duty Area J: Professional Development

Serve on advisory committee for state and national Board of Directors of youth leadership organizations.

Duty Area K: Administrative Duty Assignemnts

Perform duties as assigned at school (e.g. sports/social events, graduation duties, etc.). (Modification to Task K 206)

Provide in-service instructions to other faculty members.

Perform duties for school administration (e.g. landscaping grounds, run school store, occasional nursing duties, assist food services, janitorial services, build cabinents, occasional secretarial duties, evaluation team, etc.).

Participate in special activities (e.g. Career Day, V.E. Day, Free Enterprise Day, College Orientation Day, etc.),

Serve as substitute teacher, school counselor, school nurses, janitor, principal/assistant principal, vocational director and department head.

secretary, assisting in food service, and providing in-service instruction to the regular faculty members.

In Duty Area I, Youth Leadership Activities, it was discovered that coordinators were assisting the state staff in conducting area, state, and, occasionally, national contests for the youth leadership meetings. It was also pointed out that the chaperoning of youth leadership meetings at the various levels was a part of attending the meetings. From the responses, six additional tasks statements were written and six existing task statements were modified.

No more than one additional task was identified for any other duty areas and no tasks were added to Duty Area H, Clerical and Record Keeping, or Duty Area E, Testing and Evaluating Students, by respondents.

Research Question 2: What relative percent of the time do coordinators spend doing the tasks they do?

The relative time vocational cooperative coordinators spent on tasks they performed is reported in the Table in Appendix A on the row labeled "Average percent time spent by all members." This relative percent time was determined by the JOBDEC program of CODAP. One copy of the JOBDEC printout has been delivered to the Research Coordinating Unit at the Texas Education Agency as part of Project No. 78230027, and one copy is on file at Texas A&M University in the College of Education.

Appendix A presents each task in descending order of percent time spent by all members, listed by duty area with the relative percent time spent from the greatest time spent, Duty Area H, Clerical and Program Management Tasks (15%), then Duty Area I, Youth Leadership Activities (14%), then Duty Area G, Out-of-class Coordination Activities (14%), then Duty Area D, Teaching Lessons (9%), then Duty Area A, Selecting and Placing Students (9%), then Duty Area E, Testing and Evaluating Students (8%), then Duty Area C, Planning and Developing Lessons (8%), then Duty Area B, Guidance and Counseling (7%), then Duty Area F, Program Publicity (6%), then Duty Area K, Administrative Duty Assignments(5%), to the least time spent Duty Area J, Professional

Development (5%) and by descending order of time for each task within each duty area.

The relative percent time spent by all members performing each task in each program area was examined to discover which tasks were performed a relatively high percent of the time and which tasks were performed a relatively low percent of the time. It was found that coordinators in some program areas performed a task a greater or lesser percent of time than the composite of all other coordinators. If the time spent performing each task as reported by coordinators in a program area deviated .10 (more or less) from the time spent for all coordinators, it was deemed significant. For example, in Task No. 131, "Maintain progress chart," (Appendix A) p.164 it may be seen that the CVAE coordinators spent .44% of their time performing the task, while the composite of all coordinators spent .34% of their time performing this task. The deviation of .10 higher indicates that CVAE coordinators may spend more time performing this task than others. Other researchers may wish to examine the data using different criteria.

Using the criterion, of plus or minus .10 it was observed that Ag coordinators spent less time on 16 of the 29 clerical and program managements tasks, Duty Area H, than coordinators in other program areas. Home Ec coordinators spent a greater amount of time on 6 tasks. (Appendix A) pp. 138-166.

In Duty Area I, 34 tasks pertaining to youth leadership activities, the Ag coordinators spent a greater amount of relative time performing 22 tasks than the composite of all coordinators. The CVAE coordinators spent a lesser amount of relative time performing 25 tasks, and the Home Ec coordinators spent a lesser amount of time performing 15 tasks than a composite of all coordinators. (Appendix A) pp. 167-200.

It should be noted that the CVAE youth leadership club, The Vocational Opportunities Clubs of Texas, is the newest of the youth leadership club organizations and has not, as yet, developed activities at the district and state levels to the degree that other youth leadership clubs have. Then, too, the Home Ec youth leadership program does not have contests at the local, area, or state level, possibly accounting for a lower percent of relative time spent performing those tasks relating to contest activities.

In Duty Area G, consisting of 29 tasks pertaining to out-of-class coordination activities, CVAE coordinators spent a greater amount of relative time performing 12 tasks than the composite of all coordinators. There was no program area in which coordinators spent a lesser amount of relative time than the composite of all coordinators. (Appendix A) pp. 201-229.

No single program area emerges as especially different in Duty Area D, 17 tasks pertaining to teaching lessons. The Ag, CVAE, DE, Health, Home Ec, and VOE coordinators spent a greater amount of relative time performing one to four tasks than the composite of all coordinators. Ag, Home Ec, ICT, and VOE coordinators spent a lesser amount of time performing one to five tasks than the composite of all coordinators. (Appendix A) pp. 230-246.

In Duty Area A, consisting of 16 tasks pertaining to selecting and placing students, CVAE coordinators spent a greater amount of relative time performing three tasks and Ag coordinators spent a lesser amount of relative time performing five tasks than the composite of all coordinators. (Appendix A) pp. 247-262.

In Duty Area E, consisting of 13 tasks pertaining to testing and evaluating students CVAE, Health, Home Ec, and VOE coordinators spent a greater amount of time on two tasks while Ag and CVAE were low on three tasks, Home Ec and ICT low on 2 tasks, and Health and DE were low on one task each. (Appendix A) pp. 263-275.

In Duty Area C, consisting of 15 tasks pertaining to planning and developing lessons, Home Ec coordinators spent a greater amount of relative time performing five tasks. Ag coordinators spent a lesser amount of relative time performing four tasks than the composite of all coordinators. (Appendix A) pp. 276-290.

In Duty Area B, consisting of 16 tasks pertaining to guidance and counseling, CVAE coordinators spent a greater amount of relative time performing eleven tasks. There was no program area which emerged as especially low in relative time spent performing these tasks than the composite of all coordinators. (Appendix A) pp. 291-306.

In Duty Area F, consisting of 17 tasks pertaining to program publicity, no program area emerged as especially high in amount of relative time spent performing those tasks in comparison to a composite of all coordinators. CVAE coordinators spent a lesser amount of relative time performing seven tasks than a composite of all coordinators, however. (Appendix A) pp. 307-323.

In Duty Area K, consisting of 15 tasks pertaining to administrative duty assignments, Ag coordinators spent a greater amount of relative time performing three tasks, and Health coordinators spent a lesser amount of relative time performing five tasks than did a composite of all coordinators. (Appendix A) pp. 324-338.

An analysis of Duty Area J, consisting of 10 tasks pertaining to professional development, revealed few differences among program areas in relative time spent performing those tasks. (Appendix A) pp. 339-348.

Research Question 3 and 4: What do coordinators perceive is the most appropriate setting in which to first learn a task? Are there differences among programs in coordinators' perceptions of which setting is ideally suited for learning to perform particular tasks?

Although there are differences among program areas in coordinators' perceptions of which setting is ideally suited for learning to perform particular tasks, generally coordinators believed that teaching tasks should be learned before being hired and that most other tasks should be learned before being hired or in a certification course.

Coordinator-respondents reported when and where (in what setting) they first learned to do each task they did and ideally when and where (in what setting) they believed the tasks first should have been learned. The settings listed were before being hired, defined as a preservice competency; in a certification course, defined as the courses taken to obtain coordinator certification just after being hired; in inservice programs as presented at the local, area, or state level; and on-the-job, defined as learned during employment.

Those responses appear in the table in Appendix A. That table presents each task in descending order of percent time spent by all members. The reader is cautioned to remember in examining the table that the tasks listed are not ranked according to either the setting in which the tasks were first learned or according to the coordinators' perceptions of the ideal setting for learning those tasks.

The result of each response was converted to a percent of respondents selecting each category for "when learned" and "ideally when learned" for a composite of all coordinators and for each program area. (Appendix A) p. 138. It was assumed that if coordinator-respondents had randomly selected a setting that each cell containing the percent of coordinators selecting a particular setting would contain 25% for each of the four settings. It was decided that any time a cell exceeded 35% it would be considered above average and would reflect a higher than average choice for that particular setting among coordinators in that particular program area. Other researchers may wish to examine the data using different criteria.

The setting of tasks reported as high, categorized by duty area, under each program area, revealed information relative to coordinators' perceptions of "when" and "ideally when" competencies should have been learned. For example, in Appendix A, Task No. A001, p. 262 56 percent of the Health coordinators reported that they first learned to perform this task on-the-job, whereas 78 percent of these same coordinators felt that this task ideally should have been learned in a certification course. In Duty Area H, Clerical and Program Management tasks, a majority of the tasks were learned by coordinators on-the-job. Most coordinator-respondents reported that the ideal setting in which to learn these tasks was in a certification course, except for VOE coordinators, who felt clerical tasks should have been learned before being hired. DE coordinators reported the highest number of clerical and program management tasks being learned on-the-job.

In Duty Area I, Youth Leadership Activities, Ag and Home Ec coordinators learned the tasks they did before being hired, and generally agreed that this is the ideal setting in which to learn youth leadership activities tasks. CVAE and ICT coordinators learned to perform most of these tasks in either a certification course or on-the-job, but coordinators in both program areas believed that most of these tasks should have been learned in a certification course. DE, Health, and VOE coordinators learned to perform most of these tasks on-the-job. Health coordinators believed that the ideal setting in which to learn these tasks was in a certification course. VOE coordinators preferred, ideally, an inservice setting and DE coordinators evidenced no special preference for any of the settings.

In Duty Area G, Out-of-Class Coordination Activities, only VOE coordinators selected an in-service setting as being ideal for learning coordination tasks even though most VOE coordinators reported that the tasks they performed were learned on-the-job. CVAE, Health, and ICT coordinators have learned to do most of their tasks in a certification course or on-the-job and believed that a certification course was the ideal setting in which to learn to do these tasks. A high percentage of Ag coordinators reported that they first learned to perform out-of-class coordination tasks in three settings, before-hire, certification course and on-the-job, but their ideal choice favored either the certification course or the before-hire setting. A high percentage of Home Ec coordinators learned the tasks they performed before they were hired or in their inservice setting and felt that these were the ideal settings in which to learn coordination tasks. DE coordinators reported a high percentage of tasks learned on-the-job and suggested that part of these tasks be learned in a certification course and part be learned on-the-job.

Most of the tasks which drew a response of 35% or more in the Duty Area D, Teaching Lessons, suggested that these competencies were learned and ideally should be developed before being hired.

In Duty Area E, Testing and Evaluating Students, a high percentage of coordinators reported having learned these tasks on-the-job. There was a strong preference indicated among the coordinators to favor, ideally, either the before-hire setting or certification course. VOE coordinators suggested only one task in testing and evaluating ideally to be learned in an in-service setting and that was "analyze progress reports from employers."

In Duty Area C, Planning and Developing Lessons, Ag, CVAE, Home Ec, and VOE coordinators tended to favor these tasks as a preservice competency, whereas Health and ICT coordinators selected a certification course as the ideal setting. However, a high percentage of ICT coordinators reported learning eleven tasks before being hired. DE coordinators reported having learned to plan and develop lessons on-the-job and preferred, ideally, to have learned these tasks in a certification course.

In Duty Area B, Guidance and Counseling, Ag, CVAE, DE, Health, and VOE coordinators reported having learned an average of fifteen tasks on-the-job. However, all program areas reported ideally favoring this as a before-hire (preservice) competency.

In Duty Area F, Program Publicity, Ag, DE, Health, and VOE coordinators reported having learned many tasks on-the-job. Ag coordinators did ideally prefer the before-hire setting; Health coordinators preferred a certification course setting and VOE coordinators an in-service setting. DE coordinators, on the other hand, showed no preference in either "when" or "ideally when", while a high percentage of Home Ec coordinators selected "before-hire" as when they first learned publicity tasks and ideally when they should have learned them. ICT coordinators ideally favored the in-service course setting.

Tasks in Duty Area K, Administrative Duty Assignments, were favored by a high percentage of coordinators of Ag, CVAE, Home Ec, ICT, and VOE as tasks to be learned before being hired. DE and Health coordinators tended to learn these tasks on-the-job and felt that this was an ideal setting in which to learn these tasks.

Likewise, in Duty Area J, Professional Development, Ag, CVAE, Home Ec, ICT, and VOE coordinators suggested these tasks be learned before being hired. DE and Health coordinators tended to learn these tasks on-the-job and felt that this was an ideal setting in which to learn these tasks.

Likewise, in Duty Area J, Professional Development, Ag, CVAE, Health, Home Ec, ICT, and VOE coordinators learned to perform many tasks in the before-hire setting and felt that this was the ideal setting in which to learn these tasks.

Tasks in Duty Area K, Administrative Duty Assignments, were favored by a high percentage of coordinators of Ag, CVAE, Home Ec, ICT, and VOE as tasks to be learned before being hired. DE and Health coordinators tended to learn these tasks on-the-job and felt that this was an ideal setting in which to learn these tasks. Likewise, in Duty Area J, Professional Development, Ag, CVAE, Health, Home Ec, ICT, and VOE coordinators learned to perform many tasks in the before-hire setting and felt that this was the ideal setting in which to learn these tasks.

On the other hand, a high percentage of DE coordinators felt that the on-the-job setting was ideal for learning these tasks.

In summary, coordinators' perceptions of ideally when tasks should first be learned tended to favor the preservice settings of before-hire or certification courses. It was noted that, overall, coordinators believed that coordinators should first learn most teaching skills before being hired. Concerning differences among programs, coordinators tended to favor settings in which they first learned to perform each task except for the on-the-job setting which generally had the highest percentage in the "when learned" column, and in-service which had the lowest percentage in the "ideally when learned" column.

The differences may result from the variations in settings in which tasks are learned in the different program areas. For example, only Ag and Home Ec coordinators must graduate from a Bachelor's degree program in their respective fields approved by the Texas Education Agency; DE, VOE, ICT, and Multi-Occupational certification requires only a Bachelor's degree and Health does not specify a Bachelor's degree at all. Examining Table 1.33-1 of the Texas State Plan for Vocational Education reveals additional variations in requirements for certification. (Texas State Board for Vocational Education, 1976)

Research Question 5: How important do coordinators believe are the tasks they perform and are their perceptions consistent across program areas?

Coordinators had been asked to rate each task they performed on a scale of 4=very important, 3=important, 2=somewhat important, and 1=not important. A mean was calculated for responses of all coordinators and a separate mean was calculated for each task for coordinators from each program area. The means were tested for significant differences among program areas, and a Scheffé's test was performed to determine among which programs differences existed. The means for each task by programs are shown in Appendix A. Where an over-all significant difference was found among program areas, the row designation "average importance" is followed by an asterisk.

Twenty-five tasks were rated as having a mean equal to or less than 2.50 and thus of below average importance. Seven of the "less than important" tasks were in Duty Area I, Youth Leadership Activities, and these seven tasks were so rated by CVAE coordinators. Health coordinators rated 12 tasks as less than important. Seven of these were in Duty Area K, Administrative Duty Assignments." They were: "Monitor students' conduct on school premises other than classroom," 2.24; "Perform duties as assigned at sport/social events," 2.50; "Attend school committee meetings," 2.43; "Sponsor school clubs," 2.24; "Supervise study hall/advisory class/home room," 2.00; "Attend P.T.A. meetings," 2.29; "Collect money for school pictures, annuals, charities, lunchroom, etc," 2.19.

Coordinators from the program areas of Health, Home Ec, and VOE believed that "Assist students in building floats for parades," was unimportant, and Ag, DE, ICT, and VOE coordinators felt it was unimportant to "Drive school bus on special occasions." The three program areas of Ag, Health and Home Ec rated the task "to supervise study hall/advisory class/home room" as unimportant, while "attend P.T.A. meetings" was rated unimportant by Ag, Health, and VOE coordinators. Ag, DE, and ICT coordinators rated "teach trade extension course," as less than important.

Significantly different perceptions at the .05 level among program areas were found to exist for 97 of the 211 tasks upon using analysis of variance techniques. These 97 tasks have been further analyzed using Scheffé's test for significant differences among the various program areas. Where differences were found they have been identified in the table in Appendix A, on the row labeled Scheffé's difference, by printing the column number of all programs from which the particular program in that column differed.

In Duty Area I, Youth Leadership Activities, 85% of the tasks revealed a significant variance at the .05 level in their rating of task importance among program areas. In Duty Area C, Planning Lessons, 75% of the tasks revealed a significant difference in the rating assigned by coordinators among program areas. In Duty Area A, Selecting and Placing Students, 56% of the tasks were rated by coordinators as significantly different. In the remaining duty areas, it was found that a significant difference among program areas existed for approximately one-third of the tasks in each duty area, ranging from a 45% difference in Duty Area G, Out-of-Class Coordination Activities, to the 12% difference found in Duty Area F, Program Publicity.

A linear regression test was run on the relationship of percent time spent on each task by members performing to the perceived importance of each task. This test yielded an r of .66. A test of the significance of the r produced a p = .001, which indicated a highly significant correlation between the percent time spent by members performing a task and their perceptions of the importance of that task. (Hewlitt-Packard, 1974)

Research Question 6: What percent of coordinator-respondents would have a teacher aide perform each task?

One-half of the coordinators were asked if they would have a teacher aide perform each task that they had checked as doing themselves. Coordinators' responses were converted to percentages and the percent of coordinators who would use a teacher aide to perform each task was calculated. The percent of affirmative responses to this question was adjusted upward by the exact ratio of gold to blue questionnaires. Tasks were then ranked from the task which the greatest percent of coordinators would have a teacher aide perform to the task which the least percent of coordinators would have a teacher aide perform.

An analysis of this ranking revealed that more than 20% of the coordinators would use a teacher aide to assist them in performing at least one task in each duty area. The predominant category of tasks which coordinator-respondents would have a teacher aide perform would be in the area of clerical and program management. Even where a large number of coordinator-respondents indicated it would be appropriate to use a teacher aide to perform tasks in duty areas other than clerical and program management, the nature of the tasks tended to be clerical. For example, in Duty Area E, Testing and Evaluating Students, the task, "Grade workbook, (study guide) assignments," or in the Duty Area I, Youth Leadership Activities, the task, "Make travel and housing arrangements for out-of-town youth leadership activities," seemed to be clerical.

Research Question 7: What percent of time did coordinators report they would use a teacher aide?

The average percent of time the 826 full-time coordinator-respondents included in the study believed they could use a teacher aide was 39%.

Coordinators were asked to indicate to what extent they could use a teacher aide, if one were available, on a five-point scale offering choices of: full-time, half-time, quarter-time, less than quarter-time, or not at all; weights of 1.0, .5, .25, .125, and 0 were assigned to each choice respectively. An average percent of time the 826 full-time coordinator-respondents identified in this study indicated they would use a teacher aide was calculated for each program area and for all program areas combined. (Table 2)

It was noted that coordinators' responses ranged from those who indicated they could use a teacher aide full-time to those who would not use a teacher aide at all. CVAE coordinators indicated that they would only use a teacher aide 27% of the time while Home Ec coordinators believed they could use a teacher aide 44% of the time.

Research Question 8: What percent of full-time coordinator respondents would use a teacher aide if one were available?

When only full-time coordinators were considered, an analysis of the responses to the question, "To what extent could you use a teacher aide if one were available," revealed that 94% of the full-time Ag and Home Ec teachers would use a teacher aide some of the time; 88% of the DE coordinators, 85% of both the Health coordinators and ICT coordinators, 84% of the VOE coordinators, and 75% of the CVAE coordinators indicated they would use a teacher aide some of the time. (Table 3) When the percentages of coordinators who could use a teacher aide half-time or more were summed it was found that 58% of the Home Ec coordina-

TABLE 2

AVERAGE PERCENT OF TIME FULL-TIME COORDINATOR-RESPONDENTS INDICATED THEY COULD USE A TEACHER AIDE IF ONE WERE AVAILABLE

Program Area	Average Percent of Time
All	39
Ag	33
CVAE	27
DE	39
Health	37
Home Ec	44
ICT	39
VOE	41

Note: The range was from 0 to 100% of time.

TABLE 3

PERCENT OF FULL-TIME COORDINATOR-RESPONDENTS WHO INDICATED THEY COULD USE A TEACHER AIDE IF ONE WERE AVAILABLE, BY VARIOUS PROPORTIONS OF TIME

Proportion of Teacher Aide Time	Program Area by Percent						
	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
Full Time	19	7	14	12	14	17	16
Half Time	25	21	34	29	44	32	37
Quarter Time	31	30	25	35	27	18	22
Less Than Quarter Time	19	17	15	9	9	13	9
Not at All	6	25	12	15	6	20	16
Number Responding	16	84	295	41	137	131	104

tors, 53% of the VOE coordinators, 48% of the DE coordinators, 44% of the Ag coordinators, 39% of the ICT coordinators, and 28% of the CVAE coordinators believed that they could use a teacher aide half-time or more.

Research Question 9: To what degree do full-time coordinator-respondents perceive that the use of a teacher aide would result in an increase in enrollment?

An overall increase of 4.7 students indicated a 16% increase in the number of students which could be accommodated with a teacher aide.

The data were examined to determine the extent to which a teacher aide would affect enrollment. For this question, only the responses of full-time coordinator-respondents were included. The analysis was done by considering the relationship among three variables, (1) the number of students the coordinator-respondents reported enrolled in the spring of 1977, (2) the optimum number of students the same respondents reported they believed their program could accommodate at the present time, and (3) the optimum number of students the coordinator-respondents believed could be accommodated with a teacher aide. (Table 4) A mean was calculated for each variable for each program area. The mean of the difference reported by each respondent showed no significant difference between the number of students enrolled now and the number of students they could optimally accommodate now.

A mean of the difference reported by each full-time respondent between the optimum number of students they believed their program could accommodate now and the optimum number of students they believed could be accommodated with a teacher aide was calculated. This difference showed an overall increase of 4.7 students. (Table 4) Differences in the increase in number of students coordinators believed they could accommodate if a teacher aide were available ranged from 3.3 in CVAE to 6.7 in Home Ec.

TABLE 4

AVERAGED NUMBER OF STUDENTS FULL-TIME COORDINATORS REPORTED ENROLLED IN THEIR CLASSES NOW, COMPARED WITH NUMBER OF STUDENTS ESTIMATED AS BEING OPTIMUM, AND ESTIMATED OPTIMUM NUMBER OF STUDENTS WHO COULD BE ACCOMMODATED, IF A TEACHER AIDE WERE AVAILABLE, BY PROGRAM AREAS AND BY ALL PROGRAMS

	Number of Students			
Program Area	Reported Enrolled Now	Estimated As Optimum Now	Estimated Optimum Who Could Be Accommodated If A Teacher Aide Were Available	Increase In Number of Students If A Teacher Aide Were Available
Ag	27.6	27.8	32.3	4.5
CVAE	32.8	30.8	34.1	3.3
DE	35.1	33.2	38.1	4.9
Health	30.0	28.6	33.1	4.5
Home Ec	32.7	32.1	38.8	6.7
ICT	31.2	32.0	36.1	4.1
VOE	28.2	29.2	33.9	4.7
Average All	31.1	30.5	35.2	4.7

Research Question 10: Do differences exist among program areas with respect to the percent of coordinators who would use a teacher aide to perform each task?

The percent of coordinators who would use a teacher aide to perform a task among the various program areas was tested for significant differences among program areas using a "Differences Among Proportions Program." (Hewlitt-Packard, 1974) Where a significant difference among program areas was found, an asterisk has been placed after the row titled "Percent would use Teacher Aide." (Appendix A) p. 142. Seventy-two tasks were found to be significantly different with respect to the percent of coordinators in each program area who would use a teacher aide. Sixty-nine percent of the clerical and program management tasks showed a significant difference at the .05 level among proportions of coordinators who would use a teacher aide in each program area. No differences were noted among programs in Duty Area J, Professional Development, where few coordinators would use a teacher aide to assist them.

Further analysis revealed that among all programs there was no significant difference in the average percent of time coordinators would use a teacher aide to assist them between full-time coordinators and a composite of all coordinators. However, when comparing the 14 full-time Ag coordinators responding to this question with all 146 Ag respondents the full-time Ag coordinators would use a teacher aide 7% less.

Research Question 11: What tasks are in common and where do differences lie with respect to various program areas as related to teacher preparation?

Statistically, coordinators in all program areas perform similar tasks. The duty areas as ranked by average percent of time spent by all members as reported in the JOBDEC for all coordinator-respondents were co-located with each similar ranking from each program area on the same table. (Table 5) The commonality of rankings of duty areas was

TABLE 5

COMPOSITE OF 11 DUTY AREAS RANKED ACCORDING TO RELATIVE PERCENT TIME SPENT BY ALL 1412 COOPERATIVE COORDINATOR-RESPONDENTS AND BY PROGRAM AREA, TEXAS, 1977

Duty Areas		Program Area							
		All	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
Duty Area H	Clerical and Program Management Tasks	1	3	2	2	1	1	1	1
Duty Area I	Youth Leadership Activities	2	1	5	1	2	3	2	2
Duty Area G	Out of Class Coordination Activities	3	2	1	3	3	2	3	3
Duty Area D	Teaching Lessons	4	4	3	4	4	4	5	6
Duty Area A	Selecting and Placing Students	5	5	4	5	5	5	4	5
Duty Area E	Testing and Evaluating Students	6	6	8	6	6	7	6	4
Duty Area C	Planning and Developing Lessons	7	8	7	7	7	6	7	7
Duty Area B	Guidance and Counseling	8	7	6	8	8	8	8	8
Duty Area F	Program Publicity	9	11	11	9	9	9	11	9
Duty Area K	Administrative Duty Assignments	10	9	10	11	11	10	9	10
Duty Area J	Professional Development	11	10	9	10	10	11	10	11

tested using Kendall's Coefficient of Concordance. (Hewlitt-Packard, 1974) A test of the null hypothesis of no community or preference was performed. The null hypothesis was rejected with a X^2 of 65.09. Kendall's W indicated an overlap among duty areas of 93%.

Similarly, the commonality of the ranking of tasks among programs (Table 6) was tested using Kendall's Coefficient of Concordance. (Hewlitt-Packard,1974) The null hypothesis was rejected by a X^2 of 1252.3. Kendall's W indicated an overlap among tasks of 85% among all program areas.

The CODAP programs Overlap and Group (OVLGRP), compared every task performed by every coordinator with every task performed by every other coordinator to determine which two coordinators were most alike. When the first two coordinators were grouped the program continued to combine like coordinators into alike groups until all coordinators had been grouped hierarchically. No clustering of coordinators emerged which could be identiifed as representing a particular program area.

From the JOBDEC it was possible to determine which tasks were performed in the upper 50% of the coordinators' time by program area. The criterion of the upper 50% of time spent was selected for this study; other researchers may wish to examine the data using criteria of a greater or lesser level than 50%. Information to perform that analysis is contained in the JOBDEC on file in the Department of Occupational Education and Technology, Texas Education Agency. Table 7 was developed to determine which tasks appeared in the upper 50% of a coordinator's time in each program area and that task was marked with an "X" on the table. An analysis of those tasks revealed the following information.

Thirty-five tasks were found to be in common across all program areas in the upper 50% of the time spent by coordinators. Fourteen tasks were found to be in common across six program areas, eleven tasks were in common across five programs, eight tasks across four programs, and thirteen tasks were performed in the upper 50% of the coordinator's time in only one program area. A total of 107 tasks appeared in the upper 50% of the coordinator's total time in at least one program area.

In Duty Area A, Selecting and Placing Students, Home Ec and DE

TABLE 6

COMPOSITE OF 211 TASKS RANKED ACCORDING TO RELATIVE PERCENT TIME SPENT BY ALL 1412 COOPERATIVE COORDINATOR-RESPONDENTS AND BY PROGRAM AREA, TEXAS, 1977

Task Number	Task Statement	All	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
A 002	Assist students in locating acceptable training stations.	1	4	1	1	1	1	1	1
G 117	Visit with employer to place student.	2	21	3	3	3	9	2	3
G 111	Visit prospective employers.	3	17	4	5	4	7	3	2
G 105	Evaluate students' progress with employers.	4	12	5	4	9	5	8	4
H 142	Prepare forms required by the Texas Education Agency (e.g. training plans, travel reports, etc.).	5	26	8	8	2	2	5	7
D 058	Teach lessons using discussions.	6	2	9	9	6	4	7	18
A 013	Interview prospective students.	7	5	18	2	20	10	6	19
B 023	Counsel individual students concerning problems at school.	8	9	2	6	15	11	17	27
G 106	Evaluate training stations.	9	16	7	15	14	15	4	10
H 143	Type forms required by the Texas Education Agency.	10	39	14	13	7	3	15	11
A 015	Make arrangements with employer for employment interview with the student.	11	33	15	7	21	14	10	5
E 066	Analyze students' work attitudes.	12	29	16	19	18	8	19	6

TABLE 6 (Continued)

Task Number	Task Statement	Program Area							
		All	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
C 036	Develop lesson plans based on local needs.	13	18	11	30	16	6	25	9
H 144	Prepare forms required by the local school district (e.g. grade cards, grade reports, daily itinerary, etc.)	14	27	23	21	11	13	16	17
A 007	Evaluate applications of prospective students (to enter the program).	15	54	36	10	29	16	12	30
G 122	Visit with students at the training station.	16	24	6	17	35	49	11	13
A 003	Assist students in knowing how to fill out employment application forms.	17	41	13	16	44	27	20	29
I 175	Assist chapter members in preparing for fund raising activities.	18	3	112	12	8	25	47	16
I 153	Establish local youth leadership organization (DECA, FFA, FHA, HERO OEA, TAHOSA, VICA, VOCT).	19	8	40	18	12	24	21	52
D 063	Teach lessons using individual study guide workbooks.	20	11	50	46	57	12	9	36
G 095	Communicate with students who have been absent from class or work (e.g. by telephone, visits, etc.).	21	47	12	20	54	32	13	26

TABLE 6 (Continued)

Task Number	Task Statement	Program Area							
		All	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
C 047	Select equipment, training aids, supplies, etc.	22	36	26	41	22	21	32	12
J 189	Attend local school district inservice workshops.	23	25	33	23	51	34	23	40
J 190	Attend Texas Education Agency inservice workshops.	24	19	34	29	46	31	22	41
C 035	Develop instructional handouts for students.	25	88	21	43	10	20	46	8
E 069	Grade workbook (study guide) assignments.	26	30	47	44	26	26	14	31
E 065	Analyze progress reports from employers.	27	62	28	34	49	17	27	28
E 074	Grade written tests.	28	37	37	14	27	44	30	35
H 133	Order study materials for students' use.	29	38	27	45	34	37	18	21
K 203	Maintain clean/orderly classroom.	30	31	53	35	73	33	26	23
E 072	Prepare written tests.	31	53	35	22	31	46		34
F 080	Conduct an employer-employee appreciation function.	32	73	79	26	32	19	44	22
H 139	Use copying machines (e.g. Xerox, mimeograph, ditto, etc.).	33	71	42	38	19	29	58	15

TABLE 6 (Continued)

Task Number	Task Statement	Program Area							
		All	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
K 197	Attend faculty meetings.	34	35	52	25	71	43	24	46
B 022	Counsel individual students concerning problems at school.	35	50	10	28	63	35	31	62
E 071	Observe students' performance on the job for grading purposes.	36	40	20	48	93	36	43	20
E 073	Administer written tests.	37	43	45	24	50	51	38	38
G 123	Work with employer to develop training plan.	38	63	25	64	47	22	35	33
I 156	Attend local youth leadership chapter meetings.	39	6	86	36	39	55	49	43
H 146	Prepare student file folders/ records.	40	83	30	51	24	28	34	42
I 154	Supervise the election of the local youth leadership chapter officers.	41	22	55	31	45	50	39	59
C 046	Preview teaching materials.	42	68	38	50	43	40	64	24
D 057	Teach lessons using demonstrations.	43	45	54	33	13	83	79	14
B 032	Provide individual career guidance.	44	55	19	53	30	47	41	45
H 147	Maintain student file folders/ records.	45	80	44	58	42	38	36	37

TABLE 6 (Continued)

Task Number	Task Statement	Program Area							
		All	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
D 054	Teach lessons using lectures.	46	20	39	32	33	67	33	91
H 145	Type forms required by the local school district.	47	87	43	49	28	48	53	39
I 177	Assist chapter officers in collecting dues.	48	28	113	37	41	59	40	61
D 064	Teach lessons using filmstrips or slides.	49	66	59	47	40	23	52	99
B 025	Counsel students about relevancy between academic classwork and vocational needs.	50	56	17	63	70	69	45	69
G 098	Conduct follow-up by telephone.	51	98	22	59	74	56	37	50
B 017	Assist in arranging students' school/work schedules to accommodate students' needs.	52	60	48	69	80	42	76	56
I 155	Train local youth leadership chapter officers.	53	15	72	54	48	73	51	90
I 158	Attend area youth leadership chapter meetings.	54	13	135	39	36	90	56	65
I 176	Assist in organizing youth leadership chapter social events.	55	51	103	57	23	57	88	54

TABLE 6 (Continued)

Task Number	Task Statement	Program Area							
		All	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
H 141	Type correspondence.	56	111	69	67	25	54	71	48
J 193	Read professional literature concerning teaching.	57	57	65	62	77	62	57	74
C 040	Modify existing lesson plans (from prior years).	58	67	51	77	67	63	72	51
B 024	Counsel individual students concerning personal problems not related to employment or school.	59	70	24	78	66	68	62	85
A 011	Interview counselors and former teachers of prospective students.	60	86	70	60	90	64	77	64
I 165	Advise _local_ youth leadership chapter officers.	61	14	128	61	37	87	92	73
A 008	Evaluate permanent records of prospective students.	62	113	83	56	81	65	63	47
G 118	Visit with other teachers concerning students' progress.	63	91	31	65	102	79	60	66
C 037	Develop lesson plans based on state curriculum guides.	64	46	77	84	149	18	102	118
J 195	Visit industry/business to keep current.	65	79	57	52	100	118	29	60

TABLE 6 (Continued)

Task Number	Task Statement	Program Area							
		All	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
K 204	Monitor students' conduct on school premises other than in classrooms (e.g. parking lot, cafeteria, halls, detention hall, etc.).	66	44	74	75	134	77	54	83
E 067	Analyze students' self-evaluation.	67	109	29	108	83	30	98	78
D 052	Teach lessons using resource persons (guest speakers) from the community.	68	92	71	85	56	41	103	89
H 136	Schedule appointments.	69	134	63	95	68	52	70	58
H 138	Update follow-up records.	70	99	60	87	79	75	50	63
H 140	Prepare correspondence (e.g. letters of recommendation, letters to agencies or business, thank you letters, etc.)	71	122	100	82	38	53	87	55
E 070	Make subjective judgments in evaluation of students.	72	108	58	99	96	66	55	53
C 033	Develop written course objectives.	73	84	41	103	53	70	67	76
H 150	Maintain an equipment and supply inventory.	74	58	97	88	98	76	80	57
C 041	Make displays/bulletin boards for instructional use.	75	151	75	71	72	39	120	67
J 194	Read professional literature concerning occupational skills.	76	61	89	80	59	94	66	71

TABLE 6 (Continued)

Task Number	Task Statement	Program Area							
		All	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
A 014	Interview school administration personnel concerning prospective students (e.g. checking attendance, discipline records, etc.).	77	95	68	74	89	74	78	82
J 191	Participate in the activities of professional teachers' organization.	78	34	82	93	112	81	73	88
B 020	Conduct group counseling sessions concerning problems at work.	79	48	56	112	76	61	83	95
I 170	Assist chapter members in preparing for local contests.	80	1	138	17	62	175	68	70
G 108	Select advisory committee members.	81	89	64	79	86	84	75	100
I 159	Attend state youth leadership chapter meetings.	82	32	200	40	61	115	100	81
D 061	Teach lessons using overhead projector.	83	42	67	73	75	106	81	120
I 172	Assist chapter members in preparing for area contests.	84	23	136	11	5	187	101	44
K 205	Participate in school wide open house activities.	85	64	92	81	109	89	85	87
F 093	Supply information to newspapers for program publicity.	86	65	141	68	101	82	105	94
A 009	Evaluate references of prospective students.	87	127	107	83	97	60	96	80

TABLE 6 (Continued)

Task Number	Task Statement	Program Area							
		All	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
H 151	Maintain a study guide/textbook inventory.	88	74	94	98	92	86	65	111
D 062	Teach lessons using movie films.	89	103	49	90	64	85	59	130
D 056	Teach lessons using job simulation.	90	147	99	72	78	95	127	49
C 034	Develop written unit/topic objectives.	91	131	46	113	52	91	91	68
H 129	Maintain file of employers who desire students.	92	104	62	102	117	107	74	79
I 184	Make travel and housing arrangements for out of town youth leadership activities.	93	59	187	55	82	134	69	77
D 051	Teach lessons using currently enrolled students.	94	130	85	97	85	78	108	108
C 039	Modify commerically produced lesson plans (such as those found in Students' Personal Adjustment to Work, World of Work, etc.).	95	129	32	145	65	45	61	123
I 185	Provide recognition for deserving youth leadership chapter members.	96	52	131	76	108	127	86	101
G 109	Transport students on occasion.	97	145	90	86	84	103	119	72
H 130	Maintain list of names for the employer-employee appreciation function.	98	139	115	107	110	88	104	75

TABLE 6 (Continued)

Task Number	Task Statement	Program Area							
		All	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
I 157	Attend district youth leadership chapter meetings.	99	10	147	89	140	141	48	115
A 011	Interview counselors and former teachers of prospective students.	100	141	95	96	104	97	99	103
K 206	Perform duties as assigned at school sports/social events.	101	76	119	105	146	110	93	112
G 112	Visit with school administration personnel concerning students' progress.	102	102	66	119	132	105	97	110
I 180	Audit youth chapter financial records.	103	110	146	92	125	124	89	92
G 104	Coordinate disciplinary actions with school administrative personnel.	104	77	61	101	165	123	94	135
G 113	Visit with school administration personnel concerning students' progress.	105	107	101	106	124	113	112	97
D 055	Teach lessons using role-playing class sessions.	106	187	91	70	107	93	131	117
F 078	Assist students in performing community charitable/community service projects.	107	128	155	126	58	58	148	93

TABLE 6 (Continued)

Task Number	Task Statement	Program Area							
		All	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
A 016	Notify students who are not accepted into the program.	108	106	109	94	145	117	106	116
C 038	Develop resource centers for student use.	109	120	118	135	69	72	111	129
H 128	Maintain file of eligible applicants desiring entry into the program.	110	157	81	111	127	111	84	98
K 199	Attend school committee meetings (e.g. meeting of the textbook, discipline, faculty relations, etc. committees).	111	85	125	117	144	109	109	102
H 134	Pick up/deliver audiovisual materials, supplies, etc.	112	125	87	118	103	108	114	113
H 137	Tabulate results of employer report form.	113	160	93	129	113	80	107	114
D 049	Teach lessons using field trips.	114	72	122	122	106	96	150	122
I 178	Attend area officers youth leadership workshops with students.	115	93	183	66	88	164	95	106
D 048	Teach lessons in preparation for field trips.	116	81	121	130	95	99	151	121
G 110	Visit advisory committee members individually.	117	135	80	109	91	138	90	134

TABLE 6 (Continued)

Task Number	Task Statement	All	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
H 135	Prepare program budget.	118	126	123	136	120	98	123	96
A 006	Conduct student orientation meeting prior to the first day of class.	119	118	117	116	147	102	122	127
E 076	Grade performance or skill tests.	120	137	151	115	60	147	171	25
E 068	Check students' summaries of daily class activities.	121	123	102	149	105	71	110	132
E 075	Prepare performance or skill tests.	122	138	153	114	55	152	173	32
I 173	Assist chapter members in preparing for state contests.	123	78	203	42	17	202	82	86
G 116	Visit with employer to obtain training aids and materials.	124	146	104	91	116	121	130	147
H 125	Develop forms/form letters (e.g. applications, agreements, referrals, evaluation forms, etc.).	125	152	105	138	115	119	115	84
G 103	Coordinate advisory committee meetings.	126	140	110	128	138	92	133	140
F 084	Organize special activities to promote the program (e.g. special assembly, vocational fairs, vocational week activities).	127	155	130	123	118	112	135	105
F 089	Prepare students to publicize program with underclassman.	128	150	156	121	94	116	125	107

TABLE 6 (Continued)

Task Number	Task Statement	Program Area All	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
E 077	Consult with students for their input before determining their grade.	129	143	84	142	130	101	124	136
F 086	Prepare exhibits/posters for school display.	130	177	145	110	126	100	138	124
J 187	Attend classes in teaching skill areas.	131	100	132	104	87	146	132	143
F 090	Provide recognition for outstanding program supporters (e.g. teachers, advisors, employers, media representatives, civic leaders, etc.).	132	114	126	137	154	122	145	119
G 120	Visit with parents concerning students' progress.	133	82	78	154	135	104	137	149
C 045	Make transparencies for instructional use.	134	148	116	124	111	125	141	133
I 186	Solicit the support of employers for youth leadership activities.	135	105	161	100	137	157	126	141
H 132	Maintain records of student referrals to prospective employers.	136	171	106	134	136	132	117	109
I 171	Assist chapter members in preparing for district contest.	137	7	173	127	158	200	42	104
D 059	Teach lessons using audiotapes.	138	186	88	120	99	133	128	150

TABLE 6 (Continued)

Task Number	Task Statement	Program Area							
		All	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
B 018	Assist students in applying for scholarships.	139	90	168	125	119	154	159	126
G 107	Participate in career day activities.	140	163	114	133	123	151	113	128
J 192	Participate in the activities of professional occupational organizations.	141	101	137	141	128	149	118	142
H 152	Maintain a check-out/check-in system for equipment, supplies, study guides, texts, etc.	142	124	134	147	121	128	147	139
B 019	Conduct group counseling sessions concerning problems at school.	143	97	98	150	150	135	139	156
I 181	Counsult with other teachers concerning youth leadership chapter activities (e.g. speech, art, etc.).	144	116	165	140	114	143	153	137
G 121	Visit with students at places other than the classroom or on the job.	145	136	127	146	139	129	146	146
G 097	Conduct follow-up by personal visits.	146	69	73	153	180	155	116	161
A 005	Assist students in obtaining social security number.	147	96	133	144	156	144	160	155
H 148	Prepare program operations records (e.g. administrative files, list of vendors, etc.).	148	180	124	162	142	131	140	125

TABLE 6 (Continued)

Task Number	Task Statement	Program Area							
		All	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
H 127	Make entries on students' permanent records.	149	162	154	170	122	114	136	153
F 083	Give talks to school groups.	150	161	152	143	129	158	143	148
J 188	Attend classes in occupational skill areas.	151	117	166	132	141	168	158	151
H 149	Maintain program operations records (e.g. administrative files, list of vendors, etc.).	152	185	143	158	143	137	144	131
K 207	Sponsor school clubs (e.g. cheerleaders, junior class, spirit club, prom, etc.).	153	133	163	164	179	126	152	152
B 021	Conduct group counseling sessions concerning personal problems not related to employment or school.	154	132	111	174	153	130	142	165
H 131	Maintain progress chart.	155	182	120	173	133	136	121	138
J 196	Conduct formal evaluation of program effectiveness.	156	158	150	151	169	150	149	154
K 208	Supervise study hall/advisory class/homeroom.	157	166	142	156	163	160	129	157
D 050	Teach lessons using former students.	158	154	148	159	159	153	164	164

TABLE 6 (Continued)

Task Number	Task Statement	All	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
		Program Area							
F 087	Prepare students to give presentations to school groups.	159	164	177	148	131	161	162	159
K 198	Attend P.T.A. meetings.	160	173	129	160	167	156	161	163
G 102	Conduct home visitation.	161	75	96	187	185	120	156	185
I 183	Formally judge student contests/ projects.	162	119	179	131	177	183	155	144
B 031	Help students with homework in academic classes.	163	174	76	168	175	166	134	168
K 201	Collect money for school pictures, annuals, charities, lunchroom, etc.	164	153	159	161	174	163	169	158
I 182	Coordinate leadership chapter activities with other chapters.	165	142	181	152	155	162	174	170
C 044	Make slides for instructional use.	166	175	170	169	168	140	154	172
F 082	Give talks to community groups.	167	165	171	166	164	169	157	167
H 126	Keep records of advisory committee meetings.	168	181	158	177	166	139	167	162
B 026	Counsel students not in program.	169	144	144	175	172	148	168	180
K 200	Attend service club meetings (e.g. Lions Club, Rotary Club, etc. meetings).	170	121	176	155	182	173	166	173

TABLE 6 (Continued)

Task Number	Task Statement	Program Area							
		All	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
A 012	Interview parents of prospective students.	171	115	108	188	170	145	163	187
I 179	Attend state officers youth leadership workshops with students.	172	167	209	139	157	180	178	160
I 162	Assist candidates running for area offices.	173	94	192	157	151	174	179	190
G 100	Conduct follow-up by school counselors.	174	178	160	163	184	171	177	169
F 085	Prepare exhibits/posters for community display.	175	184	182	172	160	159	176	171
G 096	Conduct follow-up by mail.	176	198	172	183	173	165	170	145
F 088	Prepare students to give presentations to community groups.	177	179	184	165	161	170	181	175
D 060	Teach lessons using videotapes.	178	192	157	171	148	172	175	177
F 092	Supply information to radio for program publicity.	179	170	191	167	178	171	184	174
D 053	Use team-teaching techniques in conjunction with other teachers.	180	188	149	184	176	167	188	186
A 004	Assist students in obtaining pre-employment physical examinations (e.g. health card, blood test, physical x-rays).	181	191	139	196	162	142	187	191

TABLE 6 (Continued)

Task Number	Task Statement	Program Area							
		All	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
I 161	Assist candidates running for district offices.	182	49	201	180	190	192	172	195
G 117	Visit with employer to place students.	183	196	167	185	183	179	165	181
I 160	Attend national youth leadership chapter meetings when eligible.	184	172	204	176	186	197	193	166
F 079	Assist students in building floats for parades.	185	176	188	181	189	177	189	184
G 115	Visit with employer to introduce other school personnel.	186	194	164	182	191	182	180	179
G 101	Conduct occupational needs survey in community.	187	169	175	191	188	184	183	176
I 167	Advise area youth leadership chapter officers.	188	156	189	186	152	181	192	196
I 163	Assist candidates running for state offices.	189	159	205	178	171	196	190	194
I 166	Advise district youth leadership chapter officers.	190	112	199	189	192	204	182	201
A 001	Administer preemployment tests to propsective students.	191	197	178	193	202	185	194	178

TABLE 6 (Continued)

Task Number	Task Statement	All	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
G 114	Visit with Texas Employment Commission in placing students.	192	207	162	195	199	186	191	182
K 210	Teach Adult Education classes.	193	149	202	203	204	178	208	188
I 174	Assist chapter members in preparing for national contests.	194	193	211	179	206	210	198	183
F 094	Supply information to magazines for program publicity.	195	199	196	190	203	199	186	192
F 091	Supply information to television for program publicity.	196	202	197	192	187	194	199	193
F 081	Contact school dropouts as possible prospective students.	197	204	140	202	210	193	197	203
I 168	Advise state youth leadership chapter officers.	198	183	206	197	181	201	200	200
G 099	Conduct follow-up by using computer printouts.	199	208	186	201	193	189	195	189
C 043	Make videotapes for instructional use.	200	205	190	194	198	198	196	197
K 209	Supervise teacher aide.	201	189	198	200	197	188	204	202
K 202	Drive school bus on special occasions.	202	168	195	198	207	209	205	205
B 028	Consult with local family counseling services concerning student problems.	203	200	174	207	196	195	207	198

TABLE 6 (Continued)

Task Number	Task Statement	Program Area							
		All	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
H 124	Apply for approval for occupations not already approved by the Texas Education Agency.	204	190	194	205	195	205	185	208
B 027	Consult with local crisis center concerning student problems.	205	206	180	208	200	191	201	199
I 164	Assist candidates running for national offices.	206	195	208	199	201	206	206	207
B 029	Consult with local planned parenthood concerning student problems.	207	209	185	210	194	190	210	204
C 042	Make motion pictures for instructional use.	208	201	193	206	208	203	202	210
B 030	Consult with local Texas Rehabilitation Commission concerning student problems.	209	210	169	209	205	207	203	206
I 169	Advise national youth leadership chapter officers.	210	203	207	204	209	208	209	209
K 211	Teach trade extension course.	211	211	210	211	211	211	211	211

TABLE 7

TASKS ENGAGED IN MORE THAN 50% OF THE TIME BY VOCATIONAL COOPERATIVE COORDINATOR-RESPONDENTS, BY PROGRAM AREAS TEXAS, 1977

Task Number	Task Statement	Program Area						
		Ag	CVAE	DE	Health	Home Ec	ICT	VOE
Duty Area A :	Selecting and Placing Students							
A 001	Administer preemployment tests to prospective students.							
A 002	Assist students in locating acceptable training stations.	X	X	X	X	X	X	X
A 003	Assist students in knowing how to fill out employment application forms.	X	X	X	X	X	X	X
A 004	Assist students in obtaining preemployment physical examinations (e.g. health card, blood test, physical, x-rays).							
A 005	Assist students in obtaining social security number.							
A 006	Conduct student orientation meeting prior to the first day of class.							
A 007	Evaluate applications of prospective students (to enter the program).	X	X	X	X	X	X	X
A 008	Evaluate permanent records of prospective students.			X		X	X	X
A 009	Evaluate references of prospective students.					X		
A 010	Inform interested persons of outcome of application (to enter the program).							

TABLE 7 (Continued)

Task Number	Task Statement	Program Area						
		Ag	CVAE	DE	Health	Home Ec	ICT	VOE
A 011	Interview counselors and former teachers of prospective students.			X		X		X
A 012	Interview parents of prospective students.							
A 013	Interview prospective students.	X	X	X	X	X	X	X
A 014	Interview school administration personnel concerning prospective students (e.g. checking attendance, discipline records, etc.).		X	X				
A 015	Make arrangements with employer for employment interview with the student.	X	X	X	X	X	X	X
A 016	Notify students who are not accepted into the program.							
Duty Area B: Guidance and Counseling								
B 017	Assist in arranging students' school/work schedules to accommodate students' needs.	X	X	X		X		X
B 018	Assist students in applying for scholarships.							
B 019	Conduct group counseling sessions concerning problems at school.							
B 020	Conduct group counseling sessions concerning problems at work.	X	X			X		

TABLE 7 (Continued)

Task Number	Task Statement	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
		Program Area						
B 021	Conduct group counseling sessions concerning personal problems not related to employment or school.							
B 022	Counsel individual students concerning problems at school.	X	X	X	X	X	X	X
B 023	Counsel individual students concerning problems at work.	X	X	X	X	X	X	X
B 024	Counsel individual students concerning personal problems not related to employment or school.	X	X		X	X	X	
B 025	Counsel students about relevancy between academic classwork and	X	X	X	X		X	X
B 026	Counsel students not in program.							
B 027	Consult with local crisis center concerning student problems.							
B 028	Counsult with local family counseling services concerning student problems.							
B 029	Consult with local planned parenthood concerning student problems.							
B 030	Consult with local Texas Rehabilitation Commission concerning student problems.							

TABLE 7 (Continued)

Task Number	Task Statement	Program Area						
		Ag	CVAE	DE	Health	Home Ec	ICT	VOE
B 031	Help students with homework in academic classes.							
B 032	Provide individual career guidance.	X	X	X	X	X	X	X
Duty Area C: Planning and Developing Lessons								
C 033	Develop written course objectives.		X		X		X	
C 034	Develop written unit/topic objectives.		X		X			X
C 035	Develop instructional handouts for students.		X	X	X	X	X	X
C 036	Develop lesson plans based on local needs.	X	X	X	X	X	X	X
C 037	Develop lesson plans based on state curriculum guides.	X				X		
C 038	Develop resource centers for student use.				X			
C 039	Modify commercially produced lesson plans (such as those found in Students' Personal Adjustment to Work, World of Work, etc.).		X		X	X	X	
C 040	Modify existing lesson plans (from prior years).	X	X		X	X	X	X
C 041	Make displays/bulletin boards for instructional use.			X	X	X		X

TABLE 7 (Continued)

Task Number	Task Statement	Program Area Ag	 CVAE	 DE	 Health	 Home Ec	 ICT	 VOE
C 042	Make motion pictures for instructional use.							
C 043	Make videotapes for instructional use.							
C 044	Make slides for instructional use.							
C 045	Make transparencies for instructional use.							
C 046	Preview teaching materials.	X	X	X	X	X	X	X
C 047	Select equipment, training aids, supplies, etc.	X	X	X	X	X	X	X
Duty Area D: Teaching Lessons								
D 048	Teach lessons in preparation for field trips.							
D 049	Teach lessons using field trips.							
D 050	Teach lessons using former students.							
D 051	Teach lessons using currently enrolled students.							
D 052	Teach lessons using resourse persons (guest speakers) from the community.				X	X		
D 053	Use team-teaching techniques in conjunction with other teachers.							
D 054	Teach lessons using lectures.	X	X	X	X	X	X	
D 055	Teach lessons using role-playing class sessions.			X				

TABLE 7 (Continued)

Task Number	Task Statement	Program Area						
		Ag	CVAE	DE	Health	Home Ec	ICT	VOE
D 056	Teach lessons using job simulation.			X				X
D 057	Teach lessons using demonstrations.	X	X	X	X			X
D 058	Teach lessons using discussions.	X	X	X	X	X	X	X
D 059	Teach lessons using audiotapes.							
D 060	Teach lessons using videotapes.							
D 061	Teach lessons using overhead projector.	X	X	X				
D 062	Teach lessons using movie films.		X		X		X	
D 063	Teach lessons using individual study guide workbooks.	X	X	X	X	X	X	X
D 064	Teach lessons using filmstrips or slides.	X	X	X	X	X	X	
Duty Area E: Testing and Evaluating Students								
E 065	Analyze progress reports from employers.	X	X	X	X	X	X	X
E 066	Analyze students' work attitudes.	X	X	X	X	X	X	X
E 067	Analyze students' self-evaluation.		X			X		
E 068	Check students' summaries of daily class activities.							
E 069	Grade workbook (study guide) assignments.	X	X	X	X	X	X	X
E 070	Make subjective judgments in evaluation of students.		X			X	X	X

TABLE 7 (Continued)

Task Number	Task Statement	Program Area Ag	CVAE	DE	Health	Home Ec	ICT	VOE
E 071	Observe students' performance on the job for grading purposes.	X	X	X		X	X	X
E 072	Prepare written tests.	X	X	X	X	X	X	X
E 073	Administer written tests.	X	X	X	X	X	X	X
E 074	Grade written tests.	X	X	X	X	X	X	X
E 075	Prepare performance or skill tests.				X			X
E 076	Grade performance or skill tests.				X			X
E 077	Consult with students for their input before determining their grade.							
Duty Area F: Program Publicity								
F 078	Assist students in performing community charitable/community service projects.				X	X		
F 079	Assist students in building floats for parades.							
F 080	Conduct an employer-employee appreciation function.			X	X	X	X	X
F 081	Contact school dropouts as possible prospective students.							
F 082	Give talks to community groups.							
F 083	Give talks to school groups.							

TABLE 7 (Continued)

Task Number	Task Statement	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
F 084	Organize special activities to promote the program (e.g. special assembly, vocational fairs, vocational week activities, etc.).							
F 085	Prepare exhibits/posters for community display.							
F 086	Prepare exhibits/posters for school display.							
F 087	Prepare students to give presentations to school groups.							
F 088	Prepare students to give presentations to community groups.							
F 089	Prepare students to publicize program with underclassmen.							
F 090	Provide recognition for outstanding program supporters (e.g. teachers, advisors, employers, media representatives, civic leaders, etc.).							
F 091	Supply information to television for program publicity.							
F 092	Supply information to radio for program publicity.							
F 093	Supply information to newspapers for program publicity.	x		x				

TABLE 7 (Continued)

Task Number	Task Statement	Program Area Ag	 CVAE	 DE	 Health	 Home Ec	 ICT	 VOE
F 094	Supply information to magazines for program publicity.							
Duty Area G: Out of Class Coordinator Activities								
G 095	Communicate with students who have been absent from class or work (e.g. by telephone, visit, etc.)	X	X	X	X	X	X	X
G 096	Conduct follow-up by mail.							
G 097	Conduct follow-up by personal visits.	X						
G 098	Conduct follow-up by telephone.		X	X		X	X	X
G 099	Conduct follow-up by using computer printouts.							
G 100	Conduct follow-up by school counselors.							
G 101	Conduct occupational needs survey in community.							
G 102	Conduct home visitation.							
G 103	Coordinate advisory committee meetings.							
G 104	Coordinate disciplinary actions with school administrative personnel.		X					
G 105	Evaluate students' progress with employers.	X	X	X	X	X	X	X

TABLE 7 (Continued)

Task Number	Task Statement	Program Area						
		Ag	CVAE	DE	Health	Home Ec	ICT	VOE
G 106	Evaluate training stations.	X	X	X	X	X	X	X
G 107	Participate in career day activities.							
G 108	Select advisory committee members.		X					
G 109	Transport students on occasion.							
G 110	Visit advisory committee members individually.							
G 111	Visit prospective employers.	X	X	X	X	X	X	X
G 112	Visit with school administration personnel concerning students' progress.		X					
G 113	Visit with school administration personnel concerning students' activities.							
G 114	Visit with Texas Employment Commission in placing students.							
G 115	Visit with employer to introduce other school personnel.							
G 116	Visit with employer to obtain training aids and materials.							
G 117	Visit with employer to place students.	X	X	X	X	X	X	X
G 118	Visit with other teachers concerning students' progress.		X	X			X	X

TABLE 7 (Continued)

Task Number	Task Statement	Program Area Ag	 CVAE	 DE	 Health	 Home Ec	 ICT	 VOE
G 119	Visit with professional groups or union leaders concerning community needs.							
G 120	Visit with parents concerning students' progress.							
G 121	Visit with students at places other than the classroom or on the job.							
G 122	Visit with students at the training station.	X	X	X	X	X	X	X
G 123	Work with employer to develop training plans.	X	X	X	X	X	X	X
Duty Area H: Clerical and Program Management Tasks								
H 124	Apply for approval for occupations not already approved by the Texas Education Agency.							
H 125	Develop forms/form letters (e.g. applications, agreements, referrals, evaluation forms, etc.).							
H 126	Keep records of advisory committee meetings.							
H 127	Make entries on students' permanent records.							
H 128	Maintain file of eligible applicants desiring entry into the program.							
H 129	Maintain file of employers who desire students.		X					

TABLE 7 (Continued)

Task Number	Task Statement	Program Area						
		Ag	CVAE	DE	Health	Home Ec	ICT	VOE
H 130	Maintain list of names for the employer-employee appreciation function.							
H 131	Maintain progress chart.							
H 132	Maintain records of student referrals to prospective employers.							
H 133	Order study materials for students' use.	X	X	X	X	X	X	X
H 134	Pick up/deliver audiovisual materials, supplies, etc.							
H 135	Prepare program budget.							
H 136	Schedule appointments.		X		X	X	X	X
H 137	Tabulate results of employer report forms.							
H 138	Update follow-up records.		X				X	X
H 139	Use copying machines (e.g. Zerox, mimeographs, ditto, etc.).		X	X	X	X	X	X
H 140	Prepare correspondent (e.g. letters of recommendation, letters to agencies or business, thank you letters, etc.).				X	X		X
H 141	Type correspondence.			X	X	X	X	X

TABLE 7 (Continued)

Task Number	Task Statement	Program Area Ag	CVAE	DE	Health	Home Ec	ICT	VOE
H 142	Prepare forms required by the Texas Education Agency (e.g. training plans, travel reports, etc.).	X	X	X	X	X	X	X
H 143	Type forms required by the Texas Education Agency.	X	X	X	X	X	X	X
H 144	Prepare forms required by the local school district (e.g. grade cards, grade reports, daily itinerary, etc.).	X	X	X	X	X	X	X
H 145	Type forms required by the local school district.		X	X	X	X	X	X
H 146	Prepare student file folders/records.		X	X	X	X	X	X
H 147	Maintain student file folders/ records.		X	X	X	X	X	X
H 148	Prepare program operations records (e.g. administrative files, list of vendors, etc.).							
H 149	Maintain program operations records (e.g. administrative files, list of vendors, etc.).							
H 150	Maintain an equipment and supply inventory.	X						X
H 151	Maintain a study guide/textbook inventory.						X	

TABLE 7 (Continued)

Task Number	Task Statement	Program Area						
		Ag	CVAE	DE	Health	Home Ec	ICT	VOE
H 152	Maintain a check-out/check-in system for equipment, supplies, study guides, texts, etc.							
Duty Area I:	Youth Leadership Activities							
I 153	Establish local youth leadership organization (DECA, FFA, FHA-HERO, OEA, TAHOSA, VICA, VOCT).	X	X	X	X	X	X	X
I 154	Supervise the election of the local youth leadership chapter officers.	X	X	X	X	X	X	X
I 155	Train local youth leadership chapter officers.	X		X	X		X	
I 156	Attend local youth leadership chapter meetings.	X		X	X	X	X	X
I 157	Attend district youth leadership chapter meetings.	X					X	
I 158	Attend area youth leadership chapter meetings.	X		X	X		X	X
I 159	Attend state youth leadership chapter meetings.	X		X	X			
I 160	Attend national youth leadership chapter meetings when eligible.							

TABLE 7 (Continued)

Task Number	Task Statement	Program Area						
		Ag	CVAE	DE	Health	Home Ec	ICT	VOE
I 161	Assist candidates running for district offices.	X						
I 162	Assist candidates running for area offices.							
I 163	Assist candidates running for state offices.							
I 164	Assist candidates running for national offices.							
I 165	Advise local youth leadership chapter officers.	X		X	X			
I 166	Advise district youth leadership chapter officers.							
I 167	Advise area youth leadership chapter officers.							
I 168	Advise state youth leadership chapter officers.							
I 169	Advise national youth leadership chapter officers.							
I 170	Assist chapter members in preparing for local contests.	X		X	X		X	X
I 171	Assist chapter members in preparing for district contest.	X					X	
I 172	Assist chapter members in preparing for area contests.	X		X	X			X

TABLE 7 (Continued)

Task Number	Task Statement	Ag	CVAE	DE	Health	Home Ec	ICT	VOE
		Program Area						
I 173	Assist chapter members in preparing for state contests.			X	X			
I 174	Assist chapter members in preparing for national contests.							
I 175	Assist chapter members in preparing for fund raising activities.	X		X	X	X	X	X
I 176	Assist in organizing youth leadership chapter social events.	X		X	X	X		X
I 177	Assist chapter officers in collecting dues.	X		X	X	X	X	X
I 178	Attend area officers youth leadership workshops with students.			X				
I 179	Attend state officers youth leadership workshops with students.							
I 180	Audit youth chapter financial records.							
I 181	Consult with other teachers concerning youth leadership chapter activities (e.g. speech, art, etc.).							
I 182	Coordinate leadership chapter activites with other chapters.							
I 183	Formally judge student contest/projects.							

TABLE 7 (Continued)

Task Number	Task Statement	Program Area						
		Ag	CVAE	DE	Health	Home Ec	ICT	VOE
I 184	Make travel and housing arrangements for out of town youth leadership activities.	X		X			X	
I 185	Provide recognition for deserving youth leadership chapter members.	X						
I 186	Solicit the support of employer for youth leadership activities.							
Duty Area J: Professional Development								
J 187	Attend classes in teaching skill areas.							
J 188	Attend classes in occupational skill areas.							
J 189	Attend local school district inservice workshops.	X	X	X	X	X	X	X
J 190	Attend Texas Education Agency inservice workshops.	X	X	X	X	X	X	X
J 191	Participate in the activities of professional teachers' organizations.	X					X	
J 192	Participate in the activities of professional occupational organizations.							
J 193	Read professional literature concerning teaching.	X	X	X		X	X	

TABLE 7 (Continued)

Task Number	Task Statement	Program Area Ag	CVAE	DE	Health	Home Ec	ICT	VOE
J 194	Read professional literature concerning occupational skills.	X			X		X	
J 195	Visit industry/business to keep current.		X	X			X	X
J 196	Conduct formal evaluation of program effectiveness.							
Duty Area K: Administrative Duty Assignments								
K 197	Attend faculty meetings.	X	X	X	X	X	X	X
K 198	Attend P.T.A. meetings.							
K 199	Attend school committee meetings (e.g. meeting of the textbook, discipline, faculty relations, etc. committees).							
K 200	Attend service club meetings (e.g. Lions Club, Rotary Club, etc. meetings).							
K 201	Collect money for school pictures, annuals, charities, lunchroom etc.							
K 202	Drive school bus on special occasions.							
K 203	Maintain clean/orderly classrooms.	X	X	X		X	X	X

TABLE 7 (Continued)

Task Number	Task Statement	Program Area						
		Ag	CVAE	DE	Health	Home Ec	ICT	VOE
K 204	Monitor students' conduct on school premises other than in classrooms (e.g. parking lot, cafeteria, halls, detention hall, etc.)	X					X	
K 205	Participate in school wide open house activities.	X						
K 206	Perform duties as assigned at school sports/social events.							
K 207	Sponsor school clubs (e.g. cheerleaders, junior class, spirit club, prom, etc.)							
K 208	Supervise study hall/advisory class/homeroom.							
K 209	Supervise teacher aide.							
K 210	Teach Adult Education classes.							
K 211	Teach Trade Extension Course.							

coordinators performed the greatest number of tasks in the upper 50% of their time spent with eight tasks each. Health and Ag coordinators performed only five of the sixteen total tasks in Duty Area A in the upper 50% of their time.

In Duty Area B, Guidance and Counseling, CVAE and Ag coordinators performed six of the sixteen total tasks in the upper 50% of their time. Home Ec coordinators performed five tasks, while the rest of the program area coordinators performed four Duty Area B tasks in the upper 50% of their time spent.

The number of tasks performed in the upper 50% of the time spent by Health Coordinators in Duty Area C, Planning and Developing Lessons, was eleven. Home Ec and CVAE coordinators each performed nine tasks; ICT and VOE performed eight tasks; and DE and Ag coordinators performed only six of the fifteen tasks in the upper 50% of their time.

Tasks found in the upper 50% of time spent by coordinator-respondents in Duty Area D, Teaching Lessons, which included seventeen tasks, ranged from eight tasks performed by DE coordinators to four tasks performed by VOE coordinators. Seven tasks were performed by Health and CVAE coordinators.

In Duty Area E, Testing and Evaluating Students, thirteen tasks showed ten of them being performed by VOE coordinators in the upper 50% of their time. Nine tasks were performed in the upper 50% of the time by Home Ec and CVAE coordinators, while eight tasks were performed in the upper 50% of the time by Health and ICT coordinators. Seven tasks were performed by DE and Ag coordinators.

Of the seven tasks in Duty Area F, Program Publicity, only three were in the upper 50% of the time spent. Task Number Eighty, "Conduct an employer-employee appreciation function," was listed by Health, Home Ec, ICT, DE, and VOE coordinators. Overall, CVAE coordinators listed no tasks from this duty area in the upper 50% of their time spent; Health, Home Ec, and DE coordinators each listed two; and ICT, Ag, and VOE coordinators listed one.

In the time spent in the upper 50% of Duty Area G, Out-of-Class Coordination Activities, twenty-nine tasks, CVAE coordinators performed twelve, ICT, DE, and VOE coordinators performed nine, Home Ec and Ag coordinators performed eight; and Health coordinators reported seven tasks consumed time in the upper 50% of their relative time spent.

Of the twenty-nine tasks in Duty Area H, Clerical and Program Management, VOE coordinators performed thirteen in the upper 50% of their time, and ICT coordinators performed twelve. Health, Home Ec and CVAE coordinators each performed eleven, DE coordinators nine, and Ag coordinators performed only five of the clerical and program management tasks in the upper 50% of their time.

The greatest difference among programs, when comparing tasks performed in the upper 50% of their time, is in the area of the thirty-four youth leadership activities tasks. The range is from CVAE which performed two tasks to Ag which performed 17. In between, DE coordinators performed fifteen, Health thirteen, ICT eleven, VOE nine and Home Ec six.

In the ten tasks involving Duty Area J, Professional Development, ICT coordinators reported that they performed six tasks in the upper 50% of their time spent. Ag coordinators performed five tasks; CVAE and DE four; and Health, Home Ec, and VOE three each.

Only four of the fifteen tasks listed in Duty Area K: Administrative Duty Assignments, appeared in the upper 50% of the time spent by coordinators in any program area. Coordinators in all program areas attended faculty meetings. Home Ec, ICT, CVAE, DE, Ag, and VOE coordinators reported the "Maintain clean/orderly classroom" task in the upper 50% of their average time spent. ICT and Ag coordinators reported, "Monitor students' conduct on school premises other than classroom (e.g. parking lot, halls, cafeteria, detention hall, etc.)," as a task in the upper 50% of their time, while only Ag reported, "Participate in school-wide open house activities," in the upper 50% of their time spent.

Research Question 12: Are tasks performed significantly different when set in large schools or small schools, large communities or small communities, or performed by coordinators with differing amounts of experience?

Large Schools vs. Small Schools. It was observed that 98 of the 211 tasks were performed by a significantly differently percent of coordinator-respondents who had come from large schools as compared with coordinators from small schools.

An analysis of the data was made to calculate the percent of members performing each task in schools where student enrollment was reported by coordinators to be greater than 1492. (1492 was the mean number of students calculated from coordinators' responses to the background question, "Approximately how many students attend the high school(s) for which you serve as a vocational cooperative coordinator?") A similar calculation was made for respondents from schools with less than 1492 students. After subtracting the difference in percent performing between the large school groups and the small school groups the tasks were ranked from the greatest plus difference to the greatest minus difference. Because of the different numbers of coordinators performing each task, a difference between proportions and frequency test (Guilford and Fruchter, 1973) was performed to determine which tasks were in fact statistically significantly different. These tasks are listed in Appendix B, from the task with the greatest $\overline{Z}$ to the task with the least significant $\overline{Z}$.

It was further observed that the general nature of tasks which were different were those involving communication. In large schools a more formal communication system appeared to be employed by coordinators to inform students, other teachers, administrators, and employers about the cooperative program. Also in larger schools, a greater percentage of coordinators perform more record-keeping tasks. On the other hand, in small schools two differences emerged, (1) a much less formal means of communication, and (2) a much greater involvement in administrative duty assignments not directly related to the cooperative coordinator's specific duties.

Large Communities vs. Small Communities. It was observed that eighty tasks were performed significantly differently between coordinator-respondents from small communities and those from large communities.

A background question asked, "What is the approximate population (number of people) of the areas from which you draw your students?" An analysis of the data was made to calculate the percent of members performing each task in areas where population was reported by coordinators to be greater than 50,000 persons. A similar calculation was made for respondents who reported they were from areas with less than 50,000 persons. After subtracting the differences in percent performing between the coordinators from large communities and the coordinators from small communities, the tasks were ranked from the greatest plus difference to the greatest minus difference. Because of the different number of coordinators performing each task, a difference between proportion and frequency (Guilford and Fruchter, 1973) was performed to determine which tasks were in fact performed by a statistically significantly different percent of each group. These tasks are listed in Appendix C. (They are ranked according to the magnitude of the $\overline{Z}$.) Again, as in the findings reported for differences between coordinators working in larger schools and coordinators working in smaller schools, the main difference appeared to be in tasks involving more formal methods of communication and record keeping in the large communities. In small communities a greater percentage of coordinators performed tasks relating to youth leadership clubs and administrative duty assignments.

More Experience vs. Less Experience. It was observed that thirty tasks were performed differently between coordinators who had more experience as compared with coordinators with less experience.

From the background question which asked, "How many years have you been a vocational cooperative coordinator?", coordinators were categorized into two classifications and an analysis of the data was made to calculate the percent of members performing each task by coordinator-respondents with one to three years experience and by coordinator-respondents with four or more years experience. After subtracting the differences in percent performing between more experienced coordinators and the less experienced coordinators, the tasks were ranked from the greatest plus difference to the greatest minus difference. Again, because of the differences in the number of coordinators performing each task, a difference between proportions and frequency test (Guilford and Fruchter, 1973) was performed to determine which tasks were significantly different. These tasks are listed in Appendix D.

It was observed from Appendix D that more experienced coordinators seemed to have a greater involvement with people outside of the program in the form of utilizing their former students, visiting business and industry, visiting advisory committees, conducting their follow-up by personal visits, and talking to groups both within and outside of the school. A greater percentage of more experienced coordinators assisted their chapter members in preparing for local, district, state, and national youth leadership contests and youth leadership officers' activities. Whereas, less experienced coordinators seemed to spend more time in activities relating to the individual students and their classroom situation.

Research Question 13: What differences exist between the tasks performed by full-time coordinators as compared with coordinators of combination units?

Full-Time Coordinators vs. Part-Time Coordinators. An analysis of the data was made to examine the question of whether or not there was a significant difference in the percent of full-time coordinators who performed each task as compared with coordinators of combination units. A total of seventy tasks were performed by a significantly greater percentage of full-time coordinators.

Only twelve of the 211 tasks, 6% were performed by a significantly greater percentage of combination unit coordinators. These were one task in Duty Area K, Administrative Assignments; five tasks in Duty Area I, Youth Leadership Activities; five tasks in Duty Area G, Out-of-Class Coordination Activities; and one task in Duty Area A, Selecting and Placing Students. (Appendix E) Also, when examining tasks that combination coordinators performed more often than full-time coordinators, the youth leadership activities and the administrative duty assignment tasks had a significantly greater percentage of combination unit coordinators performing those tasks.

A statistically significant greater percentage of full-time coordinators performed 50% of the tasks in Duty Area D, Teaching Lessons; 48% of the tasks in Duty Area H, Clerical and Program Management; 47% of the tasks in Duty Area C, Planning and Developing Lessons; and 45% of the tasks in Duty Area G, Out-of-Class Coordination Activities. Forty-four percent of the tasks in Duty Area A, Selecting and Placing Students; 31% of the tasks in Duty Area B, Guidance and Counseling; 29% of the tasks in Duty Area F, Program Publicity; 10% of the tasks in Duty Area J, Professional Development; and 9% of the tasks in Duty Area I, Youth Leadership Activities, were performed more by full-time coordinators than by part-time coordinators.

Again, as in the analysis of Large Schools vs. Small Schools and Large Communities vs. Small Communities, when full-time coordinators are compared with other coordinators on the percent who performed tasks, a significantly greater percentage of full-time coordinators performed tasks involving record keeping and visiting people in groups outside of the school and classroom, such as advisory committee members and people in business and industry. It was observed that full-time coordinators also seemed to use more audiotapes, role playing, and resource people such as former students and people from the community in teaching lessons.

Additional Findings

From selected background questions which were included at the end of the questionnaire, additional information on five topics was elicited and analyzed. (1) Coordinator-respondents reported the number of hours per week they spent performing those tasks listed in the questionnaire and (2) how well they felt they could perform as a vocational cooperative teacher coordinator in each program area. (3) Using a paired comparison technique, the coordinator-respondents reported which groups they spent more time teaching, that is, individuals, the entire class, or small groups. (4) They were also asked how well they felt their certification training helped them in their job as a vocational cooperative teacher coordinator and (5) how well did in-service training at the state, area or district, and local level help to improve their job performance.

Hours per Week Coordinators Spent Performing Tasks

An analysis of coordinators' responses to the number of hours per week they spent performing tasks related to their job showed that a composite of all coordinators worked an average of forty-five hours, twenty-one minutes. A confidence interval was computed at the .05 level and found to extend from forty-two hours and fifty-four minutes, to forty-seven hours and fifty-four minutes. However, coordinators' responses ranged from a low of fifteen hours per week to ninety-nine hours per week. Health coordinators reported that they averaged the greatest average number of hours, forty-eight hours, forty-five minutes. However, some Health coordinators did report working as few as thirty-two hours per week and some as many as seventy hours per week. (Table 8)

Coordinators' Perception of Job Performance

Coordinators reported on how well they felt they could perform as a cooperative teacher coordinator in the following program areas: Ag, CVAE, DE, Health, Home Ec, ICT, Multi-Occupational, and VOE. An analysis of variance revealed that there was no significant difference at the .05 level among program areas in their estimate of how well they performed in their own program area. However, it was observed that coordinators in most program areas felt that they would do poorly or would not try to coordinate in what might be called the more "technical" areas of Health, VOE, Home Ec, and Ag. Coordinators from a majority of program areas felt that they could perform "acceptably" or better in CVAE, DE, ICT, and Multi-Occupational areas where more diverse skills are represented.

TABLE 8

NUMBER OF HOURS PER WEEK SPENT PERFORMING TASKS BY FULL-TIME COORDINATOR-RESPONDENTS IN VARIOUS PROGRAM AREAS

Program Area	N	Average Number of Hours	Standard Deviation	Range Minimum Value	Range Maximum Value	Coefficient of Variability
Ag	16	40.90	15.59	15	60	38.13
CVAE	81	46.20	7.36	30	70	15.91
DE	275	42.80	9.96	12	80	23.28
Health	41	48.76	8.16	32	70	16.73
Home Ec	134	47.33	10.29	22	99	21.74
ICT	121	44.96	9.25	20	65	20.58
VOE	97	46.57	9.02	20	80	19.37

In addition, it was noted that CVAE coordinators believed they could coordinate "acceptably", "well", or "very well" in all program areas and well to very well in four program areas, CVAE, DE, ICT, and Multi-Occupational. Ag coordinators felt that they could perform tasks acceptably or better in Ag, CVAE, DE, and ICT. DE coordinators indicated that they could perform acceptably or better in CVAE, DE, ICT, and Multi-Occupational areas. Also Health coordinators reported that they could perform tasks acceptably or better in CVAE, Health, Home Ec, and Multi-Occupational areas. Home Ec coordinators believed that they could coordinate acceptably or better in three areas, CVAE, DE, or Home Ec, while VOE coordinators indicated that they could perform acceptably or better in DE, ICT, or VOE. Only CVAE and ICT coordinators indicated they could coordinate in the Ag area; and then only barely at the "Acceptable" level. (Table 9)

Although no significant variance was found at the .05 level among the means of how well coordinators believed they could perform in their own program area and no significant rank order relationship was discovered between coordinators' perception of performance in their own areas and their perception of potential performance in the program area of Multi-Occupational (Table 10), Spearman's Rank Order Correlation Coefficient (Hewlett-Packard,1974) rejected the null hypothesis of independence in the rankings with a z of 2.36. The r_s computed by the program was .96. A comparison was made between full-time coordinator-respondents and all coordinator-respondents on how well they believed they could coordinate in their own and other program areas. By inspection no differences existed between the perceptions of full-time coordinators vs. all coordinators, except Ag, where only eighteen full-time coordinators were being compared with 145 coordinators. All VOE coordinators felt that they could perform as an ICT coordinator better than full-time VOE coordinators felt they could perform as an ICT coordinator. All Home Ec coordinators felt they could not perform as a multi-occupation coordinator as well as the full-time Home Ec coordinators believed that they could. In all cases full-time coordinators felt they could perform in their own area better than all coordinators.

TABLE 9

MEANS OF HOW WELL COORDINATOR-RESPONDENTS PERCEIVED THEY COULD PERFORM IN THEIR OWN AND IN OTHER PROGRAM AREAS

	Program Area							
	Ag	CVAE	DE	Health	Home Ec	ICT	VOE	Multi-Occupational
Ag Coordinators	4.78	3.50	3.62	2.24	1.98	3.34	2.09	2.76
CVAE Coordinators	3.06	4.97	4.36	3.03	3.42	4.38	3.10	4.40
DE Coordinators	2.35	3.21	4.83	2.41	2.71	3.06	2.90	3.09
Health Coordinators	1.60	3.00	2.75	4.74	3.02	2.91	1.90	3.04
Home Ec Coordinators	1.77	3.41	3.64	2.72	4.71	2.25	2.39	2.74
ICT Coordinators	3.01	4.47	4.28	2.88	2.43	4.90	2.11	4.32
VOE Coordinators	1.41	2.78	3.69	2.08	2.62	3.15	4.62	2.52
Multi-Occupational Coordinators	NR[a]	NR	NR	NR	NR	NR	NR	NR

Note: Responses were measured on a scale of:
5 = Very Well
4 = Well
3 = Acceptably
2 = Poorly
1 = Would not try

[a] No Response

TABLE 10

COMPARISON OF RANK ORDER BY PROGRAM AREAS ON MEANS OF HOW WELL COORDINATOR-RESPONDENTS PERCEIVED THEY COULD PERFORM IN THEIR OWN AND IN MULTI-OCCUPATIONAL PROGRAM AREAS

Program Area	Average Reported by Coordinator-Respondents In Own Area	Rank	Average Reported for Multi-Occupational Only	Rank
CVAE	4.97[a]	1	4.40	1
ICT	4.90	2	4.32	2
DE	4.83	3	3.09	3
Ag	4.78	4	2.76	5
Health	4.74	5	3.04	4
Home Ec	4.71	6	2.74	6
VOE	4.63	7	2.52	7

[a] 5 = Very Well
4 = Well
3 = Acceptably
2 = Poorly
1 = Would not try

Distribution of Teaching Time Among Individuals, Small Groups, and the Entire Class

Coordinators were asked to indicate, by responding to three paired comparison questions, how they divided their class time among teaching individuals, small groups, or the entire class. No attempt was made to define what was meant by teaching individuals, small groups, and the entire class; therefore, various interpretations among the respondents, the investigator and the readers are possible.

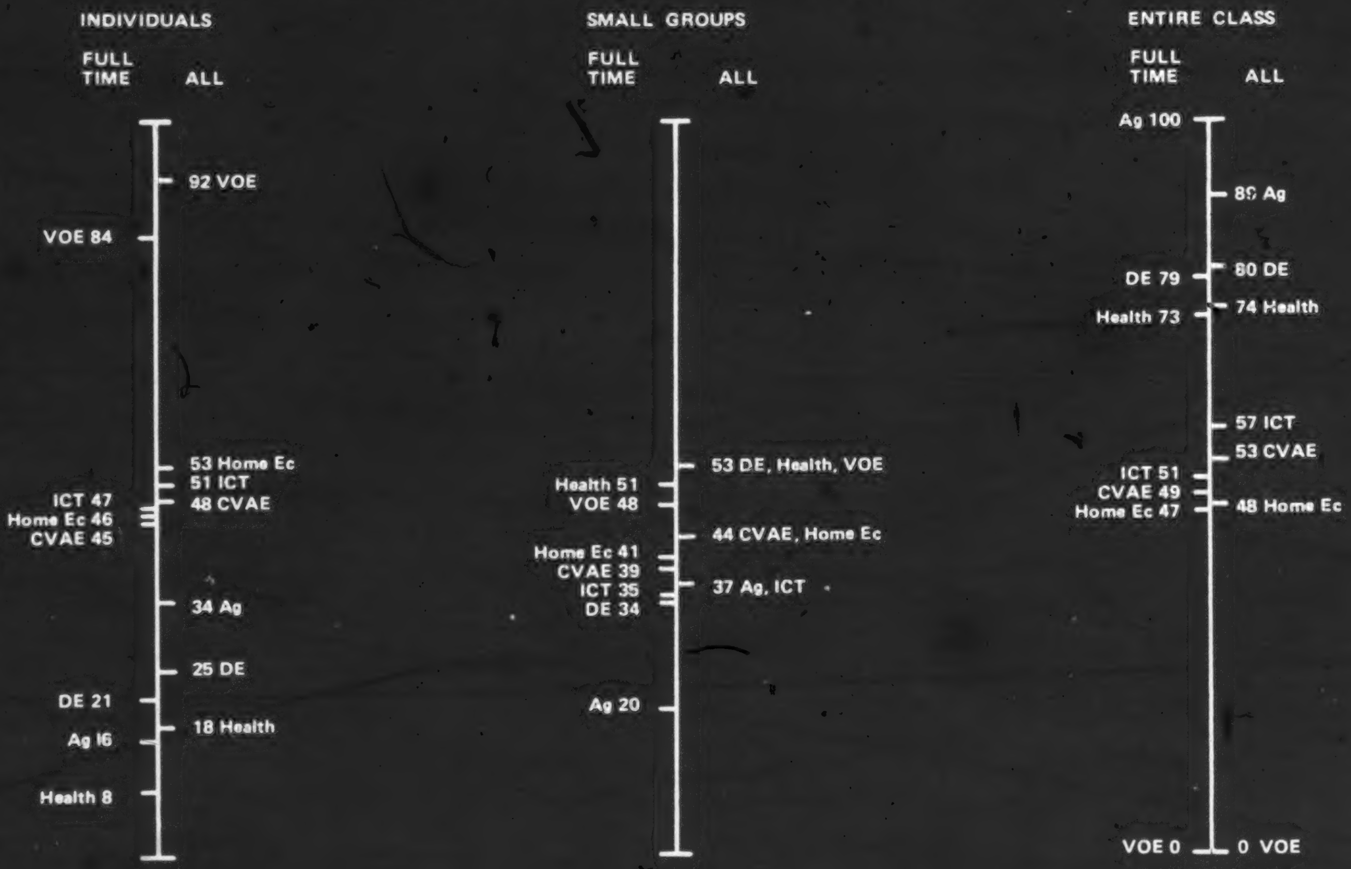
Responses were proportioned by program areas and scaled from 0 to 100 (Figure 1). It was observed that VOE coordinators reported that they spent relatively little time teaching the entire class and relatively more time teaching individuals. Ag coordinators reported that they spent relatively more time teaching the entire class and relatively less time with individuals. However, it should be noted that only eighteen Ag coordinators were identified as full time. By observation, Figure 1 revealed that relatively less time was spent by coordinators teaching individuals in small groups as compared with Ag, Health, and DE coordinators who emphasized spending a greater amount of time teaching the entire class.

Coordinators' Perception of the Certification and Inservice Training

Coordinators responded to the question concerning how well the certification training in vocational education helped them in their job performance by affirming that on the average coordinators from all program areas but Health believed that their certification training helped them perform their job, as measured on a 5-point scale, either "very well" or "perfectly". Health coordinators responded by giving certification training a rating of "some", "very well" or "perfectly" in their perception of how well their certification training helped them in performing their job. Both the rating of the certification

FIGURE 1

RELATIVE PROPORTIONS OF TIME REPORTED SPENT TEACHING INDIVIDUALS OR ENTIRE CLASS OR SMALL GROUPS BY FULL-TIME COOPERATIVE COORDINATORS COMPARED WITH ALL COORDINATORS, RESPONDING BY PROGRAM AREAS, CONVERTED TO A SCALE OF 100



training and the average number of years of employment were ranked and compared using Spearman's Rank Correlation Coefficient. (Table 11). The ranks were negatively correlated by an r_s equal to -.86, significant at .05 level.

Coordinators' responses to the question concerning how well their in-service training had helped them at the local, area or district, and state level revealed that in-service programs had been helpful in improving their job performance at the area and state levels. The responses were averaged and ranked. (Table 12) Although Kendall's coefficient of concordance found no significant correlation among the rankings of all of the levels of in-service at the .05 level, a Spearman's Rank Correlation Coefficient found a significant correlation at the .05 level between rankings of coordinator's average ratings given to area or district and state in-service programs. The r_s was computed and found to be .82. It was observed that in-service training programs conducted by the state were rated by coordinators as improving their job performance "very well" or better by Ag, CVAE, Home Ec, and VOE coordinators. Some improvement in job performance was indicated by DE, Health, and ICT coordinators.

In-service training programs at the local level received the lowest ratings among the three levels. VOE coordinators rated local in-service as improving job performance very little, while Ag, CVAE, DE, Health, Home Ec, and ICT coordinators indicated that local in-service provided only some help. A comparison between full-time coordinators and all coordinators concerning the question of in-service training showed no observable differences between these two groups in their perceptions of how helpful local, district or area, or state in-service training was in improving their job performance.

TABLE 11

AVERAGE RATING OF EXTENT CERTIFICATION TRAINING HAD HELPED IN PERFORMING THEIR JOB COMPARED WITH NUMBER OF YEARS OF NON-TEACHING OCCUPATION EXPERIENCE AS REPORTED BY COORDINATOR-RESPONDENTS RANKED IN ORDER OF MAGNITUDE BY PROGRAM AREA

Program Area	Average Rating of Certification Training	Average Number of Years of Occupational Experience
Home Ec	4.11[a]	5.5
Ag	3.80	7.8
CVAE	3.69	8.6
VOE	3.66	6.3
DE	3.54	7.9
ICT	3.54	9.1
Health	3.47	11.8

[a] 5 = Perfectly
4 = Very Well
3 = Some
2 = Very Little
1 = Not at all

TABLE 12

AVERAGE RATING COORDINATOR-RESPONDENTS GAVE TO INSERVICE TRAINING PROVIDED AT THE LOCAL, DISTRICT OR AREA, AND STATE LEVEL FOR EACH COOPERATIVE PROGRAM AREA, WITH RANKING AMONG PROGRAM AREAS.

Program Area	Average Rating For Local Level	Rank	Number of Coordinator-Respondents	Average Rating for District or Area Level	Rank	Number of Coordinator Respondents	Average Rating For State Level	Rank	Number of Coordinator Respondents
Ag	2.54[a]	6	126	3.35[a]	2	130	3.78[a]	2	140
CVAE	3.06	1	98	3.30	3	97	3.51	4	100
DE	2.62	5	369	3.29	4	371	3.39	6	378
Health	2.72	4	68	2.96	7	69	3.39	7	71
Home Ec	2.87	2	256	3.63	1	262	3.92	1	268
ICT	2.76	3	143	3.16	6	146	3.45	5	148
VOE	2.50	7	185	3.22	5	186	3.59	3	196

[a] 5 = Perfectly
4 = Very Well
3 = Some
2 = Very Little
1 = Not at all

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Contained in this chapter is a summary of the purpose, objectives, methodology, and major findings of the study. Additionally, conclusions are drawn pertaining to each research question examined and to additional findings; wherever appropriate, implications are discussed and recommendations made.

Purpose of this Study

The purpose of this study was to develop a validated list of tasks performed by vocational cooperative coordinators in the various program areas in Texas and of these tasks to determine the relative time coordinators spent on the tasks, when they learned to do each task, ideally when they believed each task should have been learned, how important they believed each task should be, and whether or not they would use a teacher aide to assist them in performing each task. Also, did the tasks which coordinators perform differ among program areas, between large or small schools, large or small communities, according to the amount of experience coordinators had and according to whether the coordinators worked as a full-time coordinator or taught in a combination unit.

Objectives

From the problems identified, a review of the literature, and a theoretical base, the following objectives were formulated and examined: (1) Identify and validate the tasks performed by coordinators of cooperative vocational education programs in the secondary public schools of the State of Texas; (2) Determine a relative percentage of the time spent by cooperative vocational coordinators on these tasks; (3)

Identify tasks which coordinators feel should be among preemployment competencies, included in certification courses, or taught in in-service workshops; (4) Determine the perceived importance of the tasks performed; (5) Determine the extent to which coordinators perceived that tasks normally performed by the coordinator may be assigned to a teacher aide; (6) Determine the potential percent of increase in student enrollment if teacher aides were employed according to coordinators' present perceptions; (7) Determine if comparable performance areas exist among the seven program areas which could be taught to coordinators in any of the in-service workshops and/or certification courses; (8) Determine whether the percent of coordinators performing tasks varied according to the size of the school, the size of the community or the experience of the coordinator; (9) Determine what tasks were performed significantly differently by full-time coordinators as compared with coordinators of combination units; (10) Provide a base line of data which can subsequently be used in developing instruments to evaluate cooperative programs.

Methodology

From this investigator's experience, a review of the literature, interviews with experienced coordinators and supervisors, a jury evaluation, and a pilot testing program, a task list was developed of the tasks which vocational cooperative coordinators were expected to perform on-the-job. These tasks were put into a questionnaire format which asked whether the coordinator performed the tasks, what relative time the coordinator spent performing the task, when the coordinator learned to do the task, ideally when the coordinator believed the task should have been learned, how important the coordinator believed the task was and whether or not the coordinator would use a teacher aide to assist in performing that task.

Background questions were also developed and included in the questionnaire to determine the demographic data concerning the coordinators who responded. However, no questions were asked which could be used to identify which respondent completed any particular questionnaire.

Through the cooperation of the seven state level program directors of the various vocational secondary programs, the questionnaire was administered during the inservice meetings held in the summer of 1977 by the Texas Education Agency. Of the 1510 questionnaires completed, 1412 were usable and provided the data for this study. Following a careful editing of each questionnaire, the data were keypunched on a magnetic tape by personnel of the Texas Department of Corrections, Wynne Unit, Huntsville, Texas.

The data were subjected to the following analyses. The question concerning the relative time spent was evaluated using the comprehensive data analysis program (CODAP) developed by Raymond Christal, Wayne Archer, and the staff at the Human Resources Laboratory, Lackland Air Force Base, San Antonio, Texas. The output of this program ranked each duty area and each task in each program area. This computer output is referred to as the job description (JOBDEC). Additional programs, (known as Overlap and Group (OVLGRP)) were run to identify commonalities in tasks performed by all coordinators.

A computer program was written to analyze the variance between when tasks were learned and ideally when tasks should be learned.

The coordinators' perceptions of the importance of the various tasks were subjected to analysis of variance to determine if there were differences among programs. A Scheffé's test determined whether or not differences existed among program areas in this regard.

A percentage of coordinators who would use a teacher aide to assist them in performing each task was calculated. The difference in the proportions of coordinators among program areas who would use a teacher aide was tested using the Chi Square statistic for each task.

Using the Statistical Analysis Systems (SAS) packages available at Texas A&M University, group differences were determined and the significance of these differences were evaluated between coordinators who worked in large schools vs. those who worked in small schools; those who worked in large communities vs. those who worked in small communities; coordinators with more experience vs. those with less experience; and coordinators who worked full time compared with coordinators of combination programs. Those tasks which were performed by a significantly different percent of coordinators were rank ordered and evaluated.

In addition, background questions were analyzed to discover differences among programs and means of coordinators' responses regarding the hours they are employed; the number of students they presently can accommodate in their cooperative program; the extent to which they can use a teacher aide if one were available; how well they believed they could perform as a cooperative teacher coordinator in each of the different program areas; how they divided their time among the teaching of individuals, small groups, or the entire class; how they felt their job utilized their occupational experience; how their certification training had helped them in their job performance; and the degree to which the in-service training received at the local, area, or state level had helped to improve their job performance.

Major Findings, Conclusions, Implications, and Recommendations

A summary of the major findings pertaining to each research question analyzed in this study is presented below along with conclusions, related implications, and recommendations for program action or for further research to answer unsolved questions.

Research Question 1: Which tasks should be included on a validated task list?

Findings. All of the 211 tasks listed in the questionnaire were performed by some coordinator-respondents. Seventy of the 1412 coordinators suggested additional tasks. After eliminating the duplications, 16 were identified that apparently would be appropriate for inclusion in any future list of tasks describing the job of a secondary level cooperative coordinator.

Conclusions. The task list did adequately describe the job of a vocational cooperative coordinator even though 16 additional tasks were identified in this study.

Implications. An analysis of the complexity and diversity of the tasks contained in the list implies that the job of a vocational cooperative coordinator is complex and demanding. The coordinator must not only have skills of a personnel manager, but those of a guidance counselor, a master teacher, a public relations person, a manager, a youth club leader, and a professional enthusiast. The coordinator's commitment to the total school program requires a willingness to participate in administrative duty assignments, especially in smaller schools.

Recommendations. It is recommended that, because of the variety and complexity of tasks to be performed by vocational cooperative coordinators, this task list be used in drawing up preservice competencies and selecting content for certification training courses. Also, this list may be used to develop in-service training for coordinators presently on the job.

It is further recommended that future researchers consider including the 16 additional tasks and/or modified tasks with the objective of validating a more complete task list.

Research Question 2: What relative percent of time do coordinators spend doing the tasks they do?

Findings. An analysis of the data concerning the relative time coordinators spend performing the tasks they do revealed that 43% of their time was spent on three duty areas namely, 15% on clerical and record keeping, 14% on youth leadership activities, and 14% on out-of-class coordination activities. Thirty-two percent of the time was spent as follows: 9% selecting and placing students, 7% in guidance and counseling activities, 6% in program publicity, 5% doing administrative duty assignments, and 5% in professional development. The remaining 25% was spent as follows: 8% in planning lessons, 9% teaching the lessons and 8% evaluating the students.

It was also found that coordinators in some program areas performed certain tasks within duty areas a greater or lesser percent of time than all other coordinators. Ag coordinators varied measurably in seven of the 11 duty areas, CVAE coordinators in six instances, Home Ec coordinatos in five cases, VOE and Health coordinators in two duty areas, and ICT coordinators in one duty area.

Conclusion. An examination of the individual duty areas would lead one to conclude that either the coordinator be well trained in clerical and record keeping duties or that a formalized structure be established to provide assistance in performing these clerical and record keeping duties, possibly in the form of a teacher aide as evidenced by data that will be presented later.

Implications. Although the relative time spent performing a task does not necessarily predict the degree of difficulty in learning to perform that task there are two duty areas which seem to merit the attention of curriculum developers. One, the high relative time spent performing duties in youth leadership activities seems to be somewhat out of proportion to the amount of time spent in some certification programs preparing teacher coordinators to conduct a youth leadership program. Two, although many coordinators are taught courses in selecting and placing students, few courses are taught in the techniques of guidance and counseling, an area in which coordinators not only spend a great deal of time but also consider somewhat important.

Recommendations. It is recommended that this task list, ordered in the relative time spent, be printed and distributed to teacher education institutions as a guideline as to what tasks vocational cooperative coordinators perform. Such a list might be valuable in helping prospective coordinators visualize how they are likely to be spending their time on the job.

Research Questions 3 and 4: What do coordinators perceive is the most appropriate setting in which to first learn a task? Are there differences among programs in coordinators' perceptions of which setting is ideally suited for learning to perform particular tasks?

Findings. On a composite of all coordinators from seven program areas examined in this study, considered by each duty area, the following pattern emerges. In clerical and record keeping duties, a higher than expected frequency of coordinators learned to perform the tasks they do on-the-job, whereas, a higher percentage of them feel the appropriate place to learn to perform these tasks is in a certification course. In youth leadership activities, a higher than expected percentage of coordinators learned to perform those tasks on-the-job; however, it was not clear from the data as to what setting a composite of all coordinators felt would be the ideal setting in which to learn to perform youth leadership activity tasks. In out-of-class coordination activities, again, a higher than expected percentage of coordinators learned to perform these activities on-the-job and felt that the ideal setting in which to learn these tasks would be in a certification course. In the classroom related activities of planning lessons, teaching lessons, and testing and evaluating students, coordinators generally learned to perform these tasks before they were hired and felt that this was the ideal time to learn to perform these tasks. In selecting and placing students, however, coordinators learned to do this on-the-job but again felt that this function should be learned in a certification course. A higher than expected percentage of coordinators learned to perform guidance and counseling tasks on-the-job but felt that this was a competency which should be learned before being hired. Many coordinators learned about program publicity on-the-job but many felt that this should be a preemployment competency.

In the area of administrative duty assignments and professional development, coordinators indicated these are ideally preservice competencies and should be acquired before being hired.

Overall, coordinators' perceptions about ideally when tasks should first be learned tended to favor the preservice settings of before being hired or certification courses. Coordinators also believed that the coordinator should have first learned most teaching skills before being hired.

Concerning differences among programs, coordinators tended to favor settings in which they first learned to perform each task, except the on-the-job setting which generally had the highest percentage of responses in the "when learned" category, and the in-service setting which had the lowest percentage in the "ideally when learned" category.

Conclusion. It is concluded that many coordinators perceived that they learned far too many competencies on-the-job, with the exception of Ag and Home Ec coordinators. Consequently, although this was not true of every program area, the data revealed that there were some program areas in which curriculum adjustments probably could be made.

Implication. This implies that if the coordinators' perceptions are accurate that there may be some program areas in which the teacher preparation curriculum needs to be modified.

Recommendation. It is recommended that teacher preparation programs in the State of Texas adopt a competency based curriculum using the list of tasks identified in this study as a guideline to the needs of beginning cooperative vocational coordinators.

Research Question 5: How important do coordinators believe are the tasks they perform?

Findings. A statistical analysis of the relationship between the relative time spent and the perceived importance of tasks performed by vocational cooperative coordinators in this study indicated that a high correlation existed ($r = .66$). This finding is contrary to the argument of some critics of the CODAP system of occupational analysis that relative time spent is no indication of the importance of tasks. When tasks were ranked according to coordinators' perceptions of importance, those tasks which appeared first on the list were tasks which involved communications with students, employers and school administration personnel. Only one task was found to be unimportant by coordinators in all program areas, "Collect money for school pictures, annual, charities, lunchroom, etc."(K201).

Conclusions. Most tasks which coordinators perform are perceived by them to be important. Furthermore, there is a high correlation between relative time spent and perceived importance by coordinators who participated in this study. Additionally, it was concluded that tasks which coordinators believe are most important seem to be those requiring a high degree of communications skill.

Implication. The implication of this conclusion is that if the independent school district wishes to employ coordinators who are capable of performing the tasks which most vocational cooperative coordinators consider important they will seek applicants with a high degree of communication skill who can relate effectively to students, employers, other teachers, the school administrative staff, and the general public.

Recommendation. It is recommended that the staff of the Department of Occupational Education and Technology, Texas Education Agency, prepare guidelines by which local education agencies who are responsible for hiring vocational cooperative coordinators be informed of the emphasis on those tasks that are considered important by coordinators and encouraged to employ coordinators who have the competency to perform the tasks which are considered important.

Research Question 6: What percent of coordinators would have a teacher aide perform each task?

Findings. It was found that vocational cooperative coordinators who responded to this study would use a teacher aide to assist them in performing most of the tasks on this list. It was not found, however, to what degree a teacher aide would be used in performing each task.

For example, the investigator discovered that some coordinators would have a teacher aide assist in some of the tasks in teaching a lesson. It was not discovered whether the teacher would have the teacher aide teach the entire lesson, or simply pass out hand-out material, operate audiovisual equipment, or perform other activities.

It was clear, however, that the cooperative coordinators would use a teacher aide to perform many clerical and record-keeping tasks. By ranking the tasks from those which most cooperative coordinator-respondents would have a teacher aide assist them in performing to the tasks which the fewest coordinators would have a teacher aide assist them in performing, it was found that the tasks which ranked highest were those which were clerical and record-keeping in nature.

Conclusion. It is concluded that considering the high number of clerical and program management tasks suggested by a high percentage of coordinators, any teacher aide who is employed to assist vocational cooperative coordinators should have clerical skills as a preemployment competency.

Implications. Given the high correlation between the high relative time spent by vocational cooperative coordinators on clerical and program management tasks and the high ranking of clerical and record keeping tasks in which cooperative coordinators would use a teacher aide, it seems that a teacher aide with secretarial skills would be effectively utilized by many cooperative coordinators to assist them in performing many of the tasks which have been validated in this study.

Research Question 7: What percent of time did coordinators report they would use a teacher aide?

Findings. When only full-time coordinators were considered, the average percent of time respondents indicated they would use a teacher aide if one were available was found to be 39%. This ranged from a low of 27% of the time for a CVAE coordinator to a high of 44% of the time for Home Ec coordinators. Some coordinators indicated that they would not use a teacher aide to assist them in performing tasks at all, while others indicated that they could use a teacher aide 100% of the time.

Conclusions. A teacher aide trained to perform the tasks for which vocational cooperative coordinators have suggested they would use a teacher aide, as reported in this study, would seem to be an effective innovation in the classroom. However, coordinators seem to indicate that, on the average, they would use a teacher aide only part of the time. It is, therefore, concluded that a teacher aide would be most effectively utilized if shared between two or three vocational cooperative coordinators if the aide were to be a full-time employee.

Implication. An implication arising is that if full-time teacher aides were employed in vocational cooperative education programs that their training should be such that they would be prepared to work in multiple program areas.

Research Question 8: What percent of coordinators could use a teacher aide in each program area?

Findings. From an analysis of coordinators' responses to the question, "To what extent could you use a teacher aide if one were available," the data revealed that 95% of the full-time Ag coordinators and Home Ec coordinators would use a teacher aide some of the time if one were available. Eighty-eight percent of the DE coordinators, 85% of the Health coordinators, and 84% of the VOE coordinators indicated they would use a teacher aide some of the time if one were available. Eighty-five percent of the ICT coordinators and 75% of the CVAE coordinators reported that they could use a teacher aide some of the time.

When only responses of those coordinators who indicated they could use a teacher aide half-time or more were evaluated, it was observed that 59% of the Home Ec coordinators, 53% of the VOE coordinators, 39% of the ICT coordinators, 48% of the DE coordinators, 44% of the Ag coordinators, 41% of the Health coordinators and 28% of the CVAE coordinators would use a teacher aide half-time or more.

Conclusion. More than 75% of the full-time coordinators indicated they could use a teacher aide if one were available. However, a "difference among proportions" test revealed that coordinators in various program areas differed in the proportions of those who would use a teacher aide.

Implication. Not all coordinators expressed a desire for a teacher aide if one were available. Therefore, teacher aides should preferably be placed with coordinators who request the assistance of a teacher aide.

Recommendations. Considering the findings and implications of research questions six, seven, and eight above it is recommended that the Texas Education Agency, in cooperation with local education agencies, initiate a demonstration project which would place teacher aides in selected multiple unit cooperative vocational education programs. This demonstration project should hire, prepare, monitor, and evaluate the effectiveness of the teacher aide as an assistant to the vocational cooperative coordinator.

Research Question 9: To what degree do full-time coordinators perceive that the use of a teacher aide would result in an increase in enrollment?

Findings. It was found that the addition of a teacher aide to the vocational cooperative coordinator program would increase student membership an average of five students or 16%. It was not found, however, whether or not some coordinators perceived possibly that they would use a teacher aide solely to improve the quality of their program without increasing the number of students because of the additional assistance that could be provided.

Conclusions. It was concluded that a teacher aide would increase the number of students which coordinators believed could be enrolled in their program. It was further concluded that the number of students who might be enrolled in a program which utilizes the services of a teacher aide to assist a vocational cooperative coordinator not be the only criterion for evaluating the effectiveness of the teacher aide in the classroom. It is possible that even though some coordinators would not increase the number of students who were enrolled in their program that they might have perceived an increase in the quality of service which they offered to the students who were enrolled in their courses.

Since the quality of the vocational education offerings to students in the State of Texas may well be enhanced by the addition of a teacher aide to assist the cooperative coordinator in the performance of the tasks listed in this study, and since this factor was not investigated, it was further concluded that additional research on this particular question needs to be conducted.

Recommendation. If a demonstration project is established to evaluate the effectiveness of the teacher aide in the vocational cooperative program it behooves evaluators to assess not only the possible increase in the number of students enrolled but to examine the effect the teacher aide might have on the quality of the program, a factor not considered in this study.

Research Question 10: Do differences exist among program areas with respect to the percent of coordinators who would use a teacher aide to perform each task?

Findings. A "difference among proportions" statistical analysis of responses indicated that there were 75 tasks in which coordinators from various program areas differed with respect to the use of a teacher aide if one were available. However, in only 35 of those 75 tasks did more than 20% of the coordinators express a desire to have a teacher aide assist them in performing those tasks.

Conclusion. With no existing model to guide coordinator-respondents as to what tasks a teacher aide might perform, it is understandable that there would be some difference among coordinators as to what tasks a teacher aide might do. It is, therefore, concluded that there are, in fact, differences among program areas.

Recommendation. If in the future it is determined that differences among program areas with respect to what tasks a teacher aide might perform need to be eliminated, it is recommended that any training program which is developed to prepare teacher aides to work with vocational cooperative coordinators take into account those tasks which coordinators have expressed a desire to have teacher aides assist them in performing. Part of such a training program should involve those coordinators who will be working with a teacher aide.

Research Question 11: What tasks are in common and where do differences lie with respect to various program areas as related to teacher preparation?

Findings. Although differences were found in program areas, a statistically high degree of commonality existed among program areas in the duty areas and tasks which coordinators perform. Using Kendall's coefficient of concordance, no statistical difference could be discovered among programs either in the performance of duty areas or in the performance of individual tasks among program areas. Using a hierarchical grouping program of CODAP, (OVLGRP) which clustered coordinators according to the commonality of time spent performing tasks, no program area emerged as being unique in the tasks coordinators performed.

Conclusions. It is concluded that generally, "a coordinator is a coordinator, is a coordinator" with reference to the tasks performed as listed in this study. It is further concluded, that those differences which exist are related to the structure of the youth leadership clubs and the preservice and certification requirements as examined in other research questions in this study and not to the relative time spent performing the tasks examined.

Implications. The implications arising from the question, findings, and conclusions are several. First, while it may seem that given the appropriate preservice competencies coordinators might be permitted to become certified in more than one program area by completing a certification course in any of the program areas, it should be remembered that beginning coordinators who enroll in certification courses seem to be more comfortable when the teacher educator uses examples, in class, related to the students' occupational experience. For example, in a class taught by a teacher educator with an agricultural background, examples in his lessons which dealt only with agricultural cooperative program problems might miss the point if Health and Home Ec coordinators were among the class members.

Research Question 12: Are tasks performed by teachers significantly different when set in large schools or small schools, large communities or small communities, or performed by coordinators with differing amounts of experience?

Findings. The findings for large schools vs. small schools and large communities vs. small communities have been grouped here because of the similarity of the findings, conclusions, implications and recommendations which follow. The findings pertaining to the differing amounts of experience possessed by coordinators and the tasks they perform follow on page 123.

It was observed from the data that coordinators who were working in large schools or large communities performed tasks which indicated the necessity for a more formalized record keeping and communication network. On the other hand, less formalized communication structures and record keeping seemed to be appropriate to coordinators in small schools and small communities. However, in the small schools and smaller communities it was discovered that administrators were utilizing coordinators to perform tasks which the investigator regarded as administrative duty assignments and which were not directly related to the coordinators' primary job function.

Conclusion. Coordinators in large schools and large communities as opposed to coordinators in small schools and small communities do in fact place a different emphasis on the tasks they perform in the role they perform as a vocational cooperative coordinator due to the setting in which they work.

Implications. The implications of the findings regarding this research question are two-fold. First, evaluators of vocational cooperative programs need to be aware of the differences which exist between large schools and large communities or small schools and small communities concerning the type of tasks coordinators perform. Although this study did not concern itself directly with evaluation it is proposed that evaluators could use a list of tasks performed, the relative time spent on the tasks, and the perceived importance of the tasks as a basis of conducting evaluations of the cooperative programs. If, in doing so, evaluators were to follow rigid criteria without considering the differences which might exist between large schools and communities and small schools and communities, they possibly could improperly judge some programs to be either more or less effective than those programs might be in fact.

A second implication is addressed to administrators. There may be administrators of vocational programs who are not aware of the variety of tasks and the amount of time that it takes to perform properly the job of a vocational cooperative coordinators. This may especially be true in small schools and small communities as evidenced by the number of administrative duty assignments given to vocational cooperative coordinators. If further study demonstrates that administrators are not aware of the complexity and time spent performing tasks by vocational cooperative coordinators, it then behooves program planners to assist administrators in improving their awareness so that a coordinator's time can be more effectively used in serving needs of students who they teach instead of the schools for which they work.

Recommendations. Two recommendations are being made regarding the role of a vocational cooperative coordinator in large schools and large communities as opposed to small schools and small communities. The first is that when and if validated evaluative criteria are developed pertaining to the competency of vocational cooperative coordinators that consideration be given to differences between those working in large and those working in small schools and communities. Secondly, in so far as it is within the capabilities of the Department of Occupational Educational Technology of the Texas Education Agency to provide input into the training of administrators, every opportunity should be taken to help these administrators better understand the somewhat differing tasks performed by vocational cooperative coordinators in large and small school settings.

Findings. Coordinators with four or more years experience were discovered to be performing 30 tasks significantly different from coordinators with one, two, or three years experience.

Coordinators with more experience seemed to be performing tasks which involved greater personal contact with former students, advisory committee members, business and industry people. They seemed to conduct their follow-up by personal visits; they gave talks to community groups; and in general performed coordinator activities which involved persons outside of their classroom or the school. Whereas, when looking at the tasks which coordinators with less experience perform more frequently, we see that generally these tasks involve communication with students and activities within the classroom settings.

Conclusion. It could not be determined from the data gathered in this study why this shift in tasks performed between coordinators with four or more years experience and coordinators with one, two, or three years experience occurred.

Recommendation. It is recommended that further study be conducted to discover whether or not this shift in the percent of coordinators performing tasks according to varying amounts of experience has implications for curriculum developers of teacher preparation courses or evaluators of vocational cooperative education programs.

Research Question 13: What differences exist between the tasks performed by full-time coordinators as compared with coordinators of combination units?

Findings. Seventy tasks were found to be performed significantly differently between full-time coordinators and other coordinators of vocational cooperative programs in this study. An analysis of the different types of tasks reveals that a greater percentage of full-time coordinators perform tasks which relate to formalized record keeping and coordinator visits to persons other than students in their classroom. A greater percent of full-time coordinators also seem to use a greater variety of teaching techniques in the classroom. On the other hand, a greater percentage of other coordinators perform tasks which are generally observed to be in the area of administrative duty assignments and youth leadership activities. The full-time coordinators seem to perform tasks not unlike coordinators in large schools and large communities whereas combination coordinators seem to perform tasks like coordinators in small communities and small schools.

Conclusions. It is concluded by analyzing tasks which are performed to a significantly different degree between full-time coordinators and coordinators of combination units that the full-time coordinator is committed to a greater variety of activities and that this greater variety of activities occurs in a greater variety of settings both within and outside of the school. On the other hand, coordinators of combination units seem to be oriented to in-school and classroom type activities, possibly because of being more "tied down" to teaching other classes.

Implications. The implication of these findings and conclusions is that if the appropriate role of the cooperative coordinator is an external role which extends beyond the classroom then the full-time coordinators are performing more of these tasks than the combination coordinator and therefore are better fulfilling the expected role of the cooperative coordinator in a vocational program. If this can be accepted and if it can also be accepted that, in fact, the tasks performed by a vocational cooperative program coordinator are in common across all program areas and that "a coordinator, is a coordinator, is a coordinator," then it may be logical to expect that more effective programs could be developed in small schools and small communities by combining the cooperative portion of combination programs into multi-occupational programs in which each multi-occupational coordinator would have enrollments sufficient to permit that person to be employed as a full-time coordinator. However, the question of whether or not coordinators would have credibility with students and employers if they came from an occupational background which varied from the occupations of the students whom they were teaching was not answered by this study.

Recommendations. It is recommended that the multi-occupational programs underway in the State of Texas be continued and expanded where such programs can be shown to meet the needs of the students seeking cooperative vocational education experience provided that pre-employment laboratory and existing cooperative education programs are not jeopardized by the addition of such multi-occupational programs and provided that the coordinators involved have the occupational experience which enhances their credibility.

Additional Findings, Conclusions, Implications and Recommendations

Number of Hours Per Week Coordinators Spend Performing Tasks.

Findings. Coordinators reported that they spent an average of 45 hours and 21 minutes per week performing the tasks in their job. Although some coordinators reported spending as low as 15 hours per week others claimed to be spending 99 hours per week. A confidence interval computed about the mean was found to extend from 42 hours and 54 minutes to 47 hours and 54 minutes.

Implications. The above findings imply that the average coordinator is working a number of hours that would be considered overtime in many occupations. However, from the experience of this investigator it seems that there are some people who believe that coordinators do not work as much, or as long, or as hard as the regular classroom teacher. If this investigator's experience is typical, and if further study reveals that the typical coordinator does work as long as other classroom teachers, the implication is that it may become necessary for coordinators to be more communicative with others concerning the amount of time they spent performing tasks and the variety of tasks which are performed on their job in order to correct this misconception.

Recommendations. It is recommended that information concerning the average number of hours coordinators perceived to be spending working on vocational cooperative coordinator tasks be disseminated to both the general public and the school administration personnel through the Texas Education Agency, teacher education institutions, and professional organizations of cooperative coordinators.

Coordinators' Perception of Job Performance in Their Own and Other Areas

Findings. There was no significant variance in how well vocational cooperative coordinators perceived they could perform as a cooperative coordinator in the program areas in which they were presently employed. However, when coordinators were asked how well they could coordinate in programs other than their own it was observed that coordinators felt they could perform "acceptably" or better on a 5-point scale of "very well", "well", "poorly" or "would not try in the less technical areas such as CVAE, ICT, or Multi-Occupations programs where more diversified skills are represented. But in the more technically specific areas of Health, VOE, Home Ec, and Ag the coordinators in most program areas believed that they would perform "poorly" or would not try to coordinate at all in those areas. It was also observed that the coordinators from all program areas believed they could perform "acceptably" or better working as a multi-occupational coordinator.

Conclusions. It is concluded that coordinators believe they can coordinate in a multi-occupational setting with acceptable or better effectiveness but not in the areas characterized by a single field or specialized "discipline."

Implication. Since there are vocational cooperative coordinators working in Texas at this time who believe they could function acceptably as a multi-occupational coordinator, an implication arises that an experimental program might be established in a variety of small independent school districts throughout the state where coordinators who wish to do so would be permitted to enroll students from occupational areas other than the primary area in which the coordinator was certified to work. For example, some small communities have a combination Ag program as the only cooperative vocational education in the school. It could possibly accrue to the benefit of students in that community if the Ag coordinator were permitted to enroll in his cooperative program students whose employment was in an area other than an approved agricultural occupation. In this case Ag coordinators would be credited with the total number of cooperative students for whom they coordinate. Also, to the extent that conflicts with student organizational constitutions and bylaws did not exist, students could be permitted full participation in leadership activities, in this case, in the F.F.A.

Distribution of Teaching Time Among Individuals, Small Groups, and Entire Class

Findings. With the exception of Vocational Office Education, vocational cooperative coordinators reported spending more time teaching the entire class and less time teaching small groups and/or individuals.

Implications. If the coordinator is spending his time teaching the entire class primarily, it seems to this investigator that two things might be happening. Either the coordinator is teaching life coping skills which are common to all students or the coordinator is teaching fundamental skills within the occupational area which may not directly address the occupational needs of the students who are working in the variety of jobs represented in the classroom.

One of the underlying principles of cooperative education is that students will learn the technical skills related to their specific occupations through individual study of the technical material necessary to perform in that occupation. It seems to this investigator that if this is in fact being done in cooperative classrooms that it is not reflected to a high degree. Is it possible that teachers are finding that this instructional approach doesn't work; or can't they use this approach effectively? In any event, we don't know why this apparent emphasis on teaching the entire class occurs.

However, the investigator did not define what was meant by "individual" study, or "small groups", or the "entire class". Therefore, it may be possible that varying perceptions in the meaning of these particular teaching styles could account for a variance in coordinator responses from what is in fact happening in the classroom. For example, one VOE coordinator who assigns typing exercises to the entire class may feel that this is in fact teaching the entire class whereas, another VOE coordinator who assigns typing exercises to the entire class may feel that this is teaching individuals due to the fact that each individual is working at their own pace.

Recommendation. If upon further investigation it is found that most vocational cooperative coordinators do in fact spend more time teaching the entire class than in working with small groups or individuals, and if it can be proven that this is not a sound practice, it is recommended that in preparing vocational cooperative coordinators to teach in the classroom that greater attention nedds to be paid to the importance and techniques of teaching individuals the technical content relating to their particular occupation while group instruction techniques needs to be reserved for what some have called "general job skills" or "life coping skills."

Perceptions of the Value of Certification Training

Findings. On the average coordinators from all programs areas but Health believed that their certification training helped them perform their job, as measured on a 5-point scale, either "very well" or "perfectly." Health coordinators responded by giving certification training a rating of "some," "very well," or "perfectly," in their perception of how well their certification training helped them in performing their job. The investigator noted, however, that there seemed to be an inverse relationship between the number of years of occupational experience possessed other than teaching, and the rating that certification training was given in preparing people to be a coordinator.

Conclusion. It is concluded that the fewer the number of years of occupational experience that a coordinator has before receiving certification training the more that person may feel the necessity of the type of training that present certification courses provide.

Recommendation. It is recommended that further study be conducted to consider the question of whether or not the number of years of occupational experience possessed by coordinators requires that different types of certification training by provided for individuals preparing to become vocational cooperative coordinators.

Perceptions of the Value of In-Service Training

Findings. It was observed that in-service training programs conducted at the district, area, or state level for vocational coordinators were rated by them as improving their job performance "very well" or "perfectly" in Ag, CVAE, Home Ec, and VOE. Some improvement in job performance was indicated by coordinators in DE, Health, and ICT. In-service training programs at the local level received the lowest ratings among the different levels. VOE coordinators rated local in-service programs as improving job performance "very little" while Ag, CVAE, DE, Health, Home Ec, and ICT coordinators indicated that local in-service programs provided only "some" help.

Conclusion. Local in-service training activities are not meeting the needs of vocational cooperative coordinators in the State of Texas as they perceive it.

Implication. In view of the above conclusion, planners of vocational in-service programs at the local level should be made aware of the perceived needs of vocational cooperative coordinators.

Concluding Statement

From the data gathered in this study it was found that vocational cooperative coordinators in several program areas spend an average of 45 hours a week performing 211 widely varying tasks which are unique to this educational setting. Many of these tasks have been learned by coordinators while on the job. Coordinators feel that many of those tasks should be required either as preservice competencies or that competencies to perform those tasks should be developed in certification programs. This investigator believes that such certification programs should be competency based on the tasks which have been validated in this study. Furthermore, an evaluation process should be developed to insure that all coordinators completing a certification program be competent in performing each task that needs to be performed.

It is believed further, by this investigator, that the use of teacher aides in cooperative vocational programs is an innovation whose time has come. It is further believed that the core of an effective training program can be designed to prepare teacher aides using the data obtained in this study.

This investigator recognizes the validity of the claim that "a coordinator is a coordinator, is a coordinator" and performs similar professional tasks regardless of the program area in which that coordinator is serving. However, it is not proposed that all vocational cooperative secondary education programs areas come under one umbrella but only that in small towns and/or small schools which have a limited number of students requesting enrollment in the separate program areas that these students be combined and be permitted to enroll in a multi-occupational program providing for them a full-time cooperative coordinator and a greater opportunity for diversification in the occupational preparation. Finally, the reader is cautioned to remember that this study dealt only with the professional tasks engaged in by the vocational cooperative coordinator and not with the technical subject matter of all occupations approved for cooperative education by the different program areas.

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APPENDIX A

ANALYSIS OF 211 TASKS PERFORMED BY ALL 1412 COORDINATOR-RESPONDENTS OF PUBLIC SECONDARY COOPERATIVE VOCATIONAL PROGRAMS IN TEXAS, 1977

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APPENDIX A

ANALYSIS OF 211 TASKS PERFORMED BY ALL 1412 COORDINATOR-RESPONDENTS OF PUBLIC SECONDARY COOPERATIVE VOCATIONAL PROGRAMS IN TEXAS, 1977

Task H 142 - Prepare forms required by the Texas Education Agency (e.g. training plans, travel reports, etc.).

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.87		.82		.91		.81		.89		.99		.86		.84	
Average % Time Spent by All Members	.84		.75		.90		.78		.89		.96		.84		.82	
% of Members Performing	96.53		90.41		98.08		95.59		100.00		97.38		98.01		98.16	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	29	31	49	53	11	17	17	20	11	29	52	50	27	24	21	23
Certification Course	24	35	12	22	48	59	18	32	31	49	27	33	47	57	0	11
Inservice	14	17	3	8	9	11	15	18	20	11	6	6	1	6	42	56
On-The-Job	34	17	36	17	33	13	50	30	37	11	14	10	25	14	38	11
Level of Importance ($\overline{X}$) * on 1-4 Scale	3.3129		3.2879		3.4815		3.1800		3.0882		3.3079		3.5000		3.3711	
% Would Use Teacher Aide	41.24		47.35		49.16		40.99		42.11		40.47		43.60		32.80	

(Ranking: Perceived Importance 22; Relative Time Spent 5; Teacher Aide Use 18.)

* Significant at .05 level.

APPENDIX A (Continued)

Task H 143 - Type forms required by the Texas Education Agency.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.85		.82		.89		.80		.85		.96		.83		.82	
Average % Time Spent by All Members	.80		.70		.85		.74		.82		.90		.78		.81	
% of Members Performing	93.76		85.62		95.19		93.14		96.25		93.44		93.38		99.54	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	46	47	55	58	40	44	29	28	12	27	71	67	48	48	57	57
Certification Course	10	4	10	15	21	16	9	19	6	12	7	10	17	18	1	4
Inservice	6	10	4	8	7	12	8	11	9	12	3	6	2	3	8	18
On-The-Job	39	30	31	19	33	28	53	42	73	48	19	17	34	31	34	21
Level of Importance (X̄) * on 1-4 Scale	3.2581		3.2131		3.4808		3.1179		3.0909		3.3082		3.4194		3.3265	
% Would Use Teacher Aide	60.88		62.15		49.16		60.43		68.42		68.04		59.12		55.75	

(Ranking: Perceived Importance 33; Relative Time Spent 10; Teacher Aide Use 3.)

* Significant at .05 level.

APPENDIX A (Continued)

Task H 144 - Prepare forms required by the local school district (e.g. grade cards, grade reports, daily itinerary, etc.).

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.81		.80		.80		.77		.80		.88		.79		.79	
Average % Time Spent by All Members	.78		.75		.78		.72		.79		.85		.77		.77	
% of Members Performing	96.03		93.15		98.08		94.12		98.75		97.05		97.35		97.24	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	30	29	40	41	30	36	19	20	11	19	28	25	35	30	55	51
Certification Course	25	35	11	22	25	32	15	28	30	49	53	60	31	42	0	7
Inservice	8	11	2	11	9	11	13	15	11	8	2	4	5	5	13	23
On-The-Job	37	24	47	26	36	20	54	37	49	24	17	11	28	23	32	20
Level of Importance ($\overline{X}$) on 1-4 Scale	3.2969		3.3088		3.4259		3.1733		3.3030		3.3176		3.4925		3.3053	
% Would Use Teacher Aide	45.56		52.68		45.38		45.80		44.63		48.10		47.85		36.27	

(Ranking: Perceived Importance 24; Relative Time Spent 14; Teacher Aide Use 12.)

APPENDIX A (Continued)

Task H 133 - Order study materials for students' use.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.74		.76		.78		.72		.69		.74		.77		.78	
Average % Time Spent by All Members	.71		.70		.76		.66		.69		.72		.76		.76	
% of Members Performing	95.32		92.46		97.11		91.18		100.00		96.72		99.34		97.70	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	43	40	31	34	34	26	24	28	21	26	66	58	45	37	65	56
Certification Course	12	21	21	27	18	42	15	22	15	24	10	15	11	21	0	8
Inservice	5	9	5	7	5	11	12	14	3	6	0	4	5	6	3	10
On-The-Job	40	31	43	32	42	21	49	36	62	44	24	23	39	35	32	27
Level of Importance ($\overline{X}$)* on 1-4 Scale	3.4630		3.1884		3.6111		3.3384		3.6176		3.5479		3.6269		3.5368	
% Would Use Teacher Aide	33.97		35.12		29.65		36.84		37.15		37.15		42.30		36.27	

(Ranking: Perceived Importance 17; Relative Time Spent 29; Teacher Aide Use 27.)

* Significant at .05 level.

APPENDIX A (Continued)

Task H 139 - Use copying machines (e.g. Xerox, mimeograph, ditto, etc.).

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.74		.70		.70		.72		.77		.79		.65		.79	
Average % Time Spent by All Members	.70		.58		.68		.68		.75		.75		.60		.78	
% of Members Performing	93.91		82.88		97.11		93.62		97.50		94.75		92.71		98.62	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	56	52	52	52	42	45	44	38	59	57	69	64	44	36	77	72
Certification Course	15	25	10	23	25	38	11	26	14	27	17	21	27	39	5	12
Inservice	5	6	2	6	7	5	8	8	3	5	2	2	8	14	1	5
On-The-Job	25	17	35	19	25	13	37	29	24	11	13	12	21	11	16	11
Level of Importance ($\overline{X}$) on 1-4 Scale	3.0978		3.0714		3.1852		2.9795		3.2500		3.1507		3.1875		3.1134	
% Would Use Teacher Aide *	63.63		55.44		58.24		60.43		63.16		80.16		56.36		60.19	

(Ranking: Perceived Importance 54; Relative Time Spent 33; Teacher Aide Use 1.)

* Significant at .05 level.

APPENDIX A (Continued)

Task H 146 - Prepare student file folders/records.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.73		.72		.76		.71		.72		.78		.71		.69	
Average % Time Spent by All Members	.68		.55		.73		.64		.71		.75		.68		.68	
of Members Performing	92.70		76.71		96.15		89.95		98.75		96.06		96.02		97.70	
hen Actually Learned/(W) deally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	29	28	38	28	19	25	15	18	11	19	41	38	32	21	39	42
Certification Course	24	35	21	38	34	53	12	22	26	33	38	44	36	49	7	11
Inservice	9	13	3	14	13	9	15	18	15	26	5	5	4	9	9	19
On-The-Job	38	24	38	21	34	13	59	37	48	22	16	14	28	21	46	28
evel of Importance ($\overline{X}$) * n 1-4 Scale	3.2814		3.0189		3.3774		3.1579		3.2647		3.3946		3.4762		3.3229	
Would Use Teacher Aide	54.99		44.59		49.16		51.96		60.42		63.54		57.85		55.75	

Ranking: Perceived Importance 36; Relative Time Spent 40; Teacher Aide Use 6.)
Significant at .05 level.

APPENDIX A (Continued)

Task H 147 - Maintain student file folders/records.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.71		.70		.72		.70		.68		.73		.70		.72	
Average % Time Spent by All Members	.66		.56		.68		.62		.67		.71		.67		.71	
% of Members Performing	93.41		79.45		95.19		89.21		98.75		98.03		96.69		99.08	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	30	29	31	26	21	29	17	17	12	19	48	43	28	22	43	41
Certification Course	22	33	27	41	34	35	12	27	23	38	31	39	32	44	6	12
Inservice	8	12	4	15	2	7	13	14	15	23	4	4	8	8	7	18
On-The-Job	40	26	38	19	47	35	59	42	50	19	17	14	32	26	44	29
Level of Importance ($\overline{X}$) on 1-4 Scale	3.2673		3.1569		3.2400		3.2396		3.2941		3.3581		3.3485		3.1895	
% Would Use Teacher Aide*	52.43		37.88		50.87		48.50		55.16		59.63		61.89		53.05	

(Ranking: Perceived Importance 34; Relative Time Spent 45; Teacher Aide Use 10.)

* Significant at .05 level.

APPENDIX A (Continued)

Task H 145 - Type forms required by the local school district.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.75		.74		.75		.74		.74		.80		.72		.72	
Average % Time Spent by All Members	.65		.53		.68		.64		.70		.68		.62		.70	
% of Members Performing	87.32		72.60		91.34		87.25		95.00		84.92		86.09		96.79	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	28	28	41	37	24	26	20	26	8	16	23	23	33	23	51	51
Certification Course	25	39	16	34	33	46	9	26	24	42	58	60	31	55	0	7
Inservice	9	11	2	7	11	13	16	15	11	21	4	4	4	5	13	22
On-The-Job	38	22	41	22	33	15	56	33	58	21	17	11	32	17	36	21
Level of Importance ($\overline{X}$) * on 1-4 Scale	3.1729		3.1667		3.2857		3.0053		3.1818		3.2628		3.3667		3.1939	
% Would Use Teacher Aide*	58.72		44.59		50.87		57.93		65.89		66.67		61.89		57.49	

(Ranking: Perceived Importance 70; Relative Time Spent 47; Teacher Aide Use 4.)

* Significant at .05 level.

APPENDIX A (Continued)

Task H 141 - Type correspondence.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.70		.68		.68		.70		.75		.74		.68		.68	
Average % Time Spent by All Members	.61		.47		.60		.59		.71		.65		.58		.66	
% of Members Performing	86.61		68.49		87.50		85.05		95.00		88.20		86.09		96.33	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	6	19	43	43	2	9	6	13	3	16	29	27	20	17	6	9
Certification Course	35	47	27	43	63	63	22	36	35	57	52	57	61	72	1	16
Inservice	21	23	3	5	13	22	30	28	22	19	10	10	4	3	59	68
On-The-Job	28	12	27	10	22	7	43	23	41	8	10	6	16	8	33	7
Level of Importance ($\overline{X}$)* on 1-4 Scale	3.1552		3.1176		3.1875		3.0053		3.1818		3.2319		3.4194		3.1613	
% Would Use Teacher Aide*	62.65		54.06		56.35		60.43		70.95		75.66		60.61		55.75	

(Ranking: Perceived Importance 74; Relative Time Spent 56; Teacher Aide Use 2.)

* Significant at .05 level.

APPENDIX A (Continued)

Task H 136 - Schedule appointments.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.66		.65		.69		.65		.62		.69		.64		.65	
Average % Time Spent by All Members	.58		.41		.63		.53		.60		.65		.58		.63	
% of Members Performing	87.39		63.01		90.38		81.86		96.25		94.75		90.73		96.79	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	15	15	21	24	10	13	9	15	10	19	14	13	23	18	20	13
Certification Course	28	43	26	36	38	62	16	32	23	35	51	61	34	51	0	18
Inservice	8	13	3	6	3	5	16	16	6	10	5	7	3	7	15	35
On-The-Job	48	29	50	33	49	21	59	38	61	35	29	20	39	25	65	35
Level of Importance ($\overline{X}$) * on 1-4 Scale, with Scheffé's Differences	3.2829		3.2174		3.3750		3.1333		3.3438		3.4247 3[a]		3.2951		3.3053	
% Would Use Teacher Aide	23.17		16.18		20.04		25.98		34.11		19.94		25.31		22.96	

(Ranking: Perceived Importance 58; Relative Time spent 69; Teacher Aide Use 45.)

* Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task H 138 - Update follow-up records.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.66		.69		.67		.66		.62		.64		.67		.67	
Average % Time Spent by All Members	.58		.49		.64		.55		.56		.59		.63		.62	
% of Members Performing	87.39		71.23		95.19		82.84		88.75		91.14		94.70		92.20	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	57	55	53	53	49	51	40	37	41	38	76	76	61	56	78	72
Certification Course	9	19	7	18	20	29	11	26	8	30	5	9	10	21	3	11
Inservice	3	8	2	7	0	4	6	14	5	8	1	3	4	6	3	7
On-The-Job	31	18	38	22	31	16	43	23	46	24	18	12	25	17	17	11
Level of Importance ($\bar{X}$) on 1-4 Scale	3.1540		3.0816		3.2642		3.0494		3.1667		3.1831		3.3279		3.1724	
% Would Use Teacher Aide *	44.38		28.41		36.31		44.26		39.58		55.13		46.58		44.18	

(Ranking: Perceived Importance 72; Relative Time Spent 70; Teacher Aide Use 15.)

* Significant at .05 level.

APPENDIX A (Continued)

Task H 140 - Prepare correspondence (e.g. letters of recommendation, letters to agencies or businesses, thank you letters, etc.).

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.66		.65		.60		.67		.68		.69		.62		.66	
Average % Time Spent by All Members	.58		.43		.50		.56		.68		.65		.54		.64	
% of Members Performing	87.46		66.44		82.69		83.58		100.00		94.42		88.08		96.33	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	65	64	54	57	52	57	50	47	66	69	83	81	62	59	86	81
Certification Course	10	17	7	15	24	24	9	21	3	14	9	12	16	25	4	10
Inservice	3	5	4	7	0	7	7	9	0	3	0	1	3	6	0	1
On-The-Job	22	14	35	22	24	12	34	23	31	14	8	7	19	10	10	8
Level of Importance ($\overline{X}$) * on 1-4 Scale	3.2327		3.1702		3.1860		3.1093		3.4848		3.3172		3.3016		3.2609	
% Would Use Teacher Aide *	39.87		33.74		34.60		37.72		52.63		53.18		40.83		26.62	

(Ranking: Perceived Importance 62; Relative Time Spent 71; Teacher Aide Use 19.)

* Significant at .05 level.

APPENDIX A (Continued)

Task H 150 - Maintain an equipment and supply inventory

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.64		.71		.59		.64		.54		.63		.62		.66	
Average % Time Spent by All Members	.57		.62		.52		.54		.51		.59		.56		.64	
% of Members Performing	90.08		86.98		88.46		84.31		95.00		93.11		90.73		97.24	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	41	39	42	37	37	29	25	25	13	28	60	58	40	33	57	52
Certification Course	13	24	10	22	26	34	13	25	13	28	14	21	17	35	2	7
Inservice	5	10	2	14	3	11	7	10	6	13	2	3	4	6	7	20
On-The-Job	42	27	46	27	34	26	55	40	69	31	24	18	38	25	34	21
Level of Importance ($\bar{X}$) * on 1-4 Scale, with Scheffé's Differences	3.1475		3.2903		3.0889		2.9651		3.0000		3.1806		3.2131		3.3804 2[a]	
% Would Use Teacher Aide *	56.95		40.45		49.16		56.20		68.42		68.04		59.12		53.05	

(**Ranking:** Perceived Importance 61; Relative Time Spent 74; Teacher Aide Use 5.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task H 151 - Maintain a study guide/textbook inventory.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.62		.71		.60		.63		.56		.61		.65		.59	
Average % Time Spent by All Members	.54		.58		.52		.52		.52		.56		.59		.49	
% of Members Performing	86.19		81.50		86.54		82.10		93.75		91.47		91.39		83.02	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	25	26	63	60	0	5	4	8	3	23	61	59	13	9	6	8
Certification Course	27	37	15	20	50	66	24	40	29	37	21	25	60	73	2	6
Inservice	22	26	3	2	14	18	30	32	40	40	7	9	8	11	63	83
On-The-Job	27	11	18	18	36	11	42	20	29	0	11	7	19	7	29	3
Level of Importance (X̄) * on 1-4 Scale, with Scheffé's Differences	3.1380		3.1754		3.0851		3.0116		3.0313		3.1986		3.4194 2[a]		3.1299	
% Would Use Teacher Aide *	54.01		40.45		50.87		51.96		68.42		64.13		60.61		45.14	

(Ranking: Perceived Importance 77; Relative Time Spent 88; Teacher Aide Use 8.)

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*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task H 129 - Maintain file of employers who desire students.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.64		.69		.70		.65		.58		.60		.63		.66	
Average % Time Spent by All Members	.53		.48		.63		.52		.46		.49		.58		.57	
% of Members Performing	81.87		69.18		90.38		78.92		78.75		81.96		92.05		85.78	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	12	14	26	26	13	3	8	17	3	9	10	10	23	15	8	11
Certification Course	31	44	30	40	38	69	18	25	33	48	60	68	34	56	1	13
Inservice	10	15	4	6	6	3	16	22	9	9	2	6	3	8	27	40
On-The-Job	46	28	40	28	44	25	59	36	55	33	28	16	39	21	63	36
Level of Importance ($\overline{X}$)* on 1-4 Scale, with Scheffé's Differences	3.4429		3.1915		3.6596 1[a]		3.3869		3.6400		3.3788		3.4462		3.6071 1[a]	
% Would Use Teacher Aide *	35.74		25.65		32.71		34.83		31.58		45.55		40.83		30.10	

(Ranking: Perceived Importance 64; Relative Time Spent 92; Teacher Aide Use 23.)

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*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task H 130 - Maintain list of names for the employer-employee appreciation function.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.64		.66		.64		.66		.57		.62		.63		.63	
Average % Time Spent by All Members	.51		.39		.45		.50		.48		.55		.50		.58	
% of Members Performing	79.53		59.59		70.19		75.49		85.00		88.20		78.14		91.74	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	22	20	24	21	30	10	11	17	13	16	18	18	29	15	38	39
Certification Course	38	51	28	54	43	80	25	30	53	69	58	63	48	67	4	16
Inservice	7	11	7	7	3	0	11	23	9	6	4	8	0	0	14	25
On-The-Job	33	18	41	18	23	10	52	30	25	9	21	12	23	17	44	20
Level of Importance ($\bar{X}$) on 1-4 Scale	3.2984		3.2368		3.2368		3.2959		3.3333		3.3162		3.3519		3.2841	
% Would Use Teacher Aide *	35.55		20.32		23.64		33.10		44.63		48.10		35.30		35.30	

(Ranking: Perceived Importance 87; Relative Time Spent 98; Teacher Aide Use 24.)

* Significant at .05 level.

APPENDIX A (Continued)

Task H 128 - Maintain file of eligible applicants desiring entry into the program.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.62		.61		.66		.63		.52		.60		.61		.62	
Average % Time Spent by All Members	.48		.32		.56		.48		.43		.48		.55		.51	
% of Members Performing	77.90		52.74		85.58		76.47		82.50		79.02		90.06		82.11	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	12	14	20	18	17	17	7	16	13	13	7	8	19	14	11	17
Certification Course	31	46	39	51	38	60	16	31	32	48	64	73	33	54	1	17
Inservice	12	15	6	6	2	2	17	21	13	13	4	6	6	7	28	40
On-The-Job	45	24	35	25	43	21	60	32	42	26	25	12	42	25	59	26
Level of Importance ($\bar{X}$) on 1-4 Scale	3.2118		2.9189		3.3191		3.1617		3.4444		3.2500		3.2769		3.1977	
% Would Use Teacher Aide*	35.35		18.94		30.82		34.83		39.58		42.23		40.83		34.53	

(Ranking: Perceived Importance 101; Relative Time Spent 110; Teacher Aide Use 25.)

* Significant at .05 level.

APPENDIX A (Continued)

Task H 134 - Pick up/deliver audiovisual materials, supplies, etc.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.61		.66		.65		.62		.56		.60		.59		.58	
Average % Time Spent by All Members	.47		.42		.54		.46		.50		.48		.46		.48	
% of Members Performing	77.97		63.70		83.65		75.24		88.75		80.00		78.14		83.02	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	31	31	42	44	13	13	18	24	14	21	52	48	31	24	28	23
Certification Course	18	33	21	28	28	63	13	29	21	34	25	33	26	47	0	17
Inservice	8	14	7	9	9	6	10	17	10	17	4	6	3	5	14	34
On-The-Job	42	23	30	19	50	19	58	30	55	28	19	14	40	24	58	25
Level of Importance ($\overline{X}$) on 1-4 Scale	2.9730		2.9149		3.1489		2.9398		2.8750		2.9845		3.1538		2.8780	
% Would Use Teacher Aide*	47.52		37.88		32.71		48.50		60.42		54.55		40.83		49.58	

(Ranking: Perceived Importance 122; Relative Time Spent 112; Teacher Aide Use 11.)

* Significant at .05 level.

APPENDIX A (Continued)

Task H 137 - Tabulate results of employer report forms.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.66		.65		.66		.64		.59		.71		.63		.64	
Average % Time Spent by All Members	.47		.30		.52		.43		.48		.58		.48		.47	
% of Members Performing	71.81		45.89		79.80		67.16		80.00		81.96		76.16		73.85	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	12	14	32	30	7	12	8	14	6	12	10	9	13	13	14	14
Certification Course	33	44	19	36	40	60	15	28	36	52	64	70	51	61	1	13
Inservice	14	20	4	9	10	12	17	24	21	21	6	8	4	7	40	57
On-The-Job	41	22	45	25	43	17	60	34	36	15	20	13	32	20	45	17
Level of Importance ($\overline{X}$) on 1-4 Scale	3.3458		3.2647		3.3333		3.2258		3.4828		3.4094		3.3922		3.4507	
% Would Use Teacher Aide	30.05		20.32		25.53		30.22		36.84		35.19		38.07		23.92	

(Ranking: Perceived Importance 115; Relative Time Spent 113; Teacher Aide Use 30.)

APPENDIX A (Continued)

Task H 135 - Prepare program budget.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.63		.67		.66		.63		.57		.64		.61		.64	
Average % Time Spent by All Members	.46		.42		.43		.41		.45		.51		.44		.52	
% of Members Performing	72.10		63.01		65.38		65.20		78.75		80.32		72.18		80.27	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	40	39	33	31	25	25	28	32	37	31	48	47	43	34	57	59
Certification Course	19	27	22	33	32	39	13	24	9	29	30	31	23	34	0	8
Inservice	6	9	2	9	0	9	13	13	6	11	2	4	1	4	9	12
On-The-Job	36	25	42	27	43	27	46	31	49	29	20	18	33	27	33	20
Level of Importance ($\overline{X}$) on 1-4 Scale	3.3302		3.0426		3.4444		3.3013		3.2667		3.3435		3.4255		3.4500	
% Would Use Teacher Aide	8.25		6.71		5.48		9.82		5.26		8.99		11.27		6.17	

(Ranking: Perceived Importance 116; Relative Time Spent 118; Teacher Aide Use 112.)

APPENDIX A (Continued)

Task H 125 - Develop forms/form letters (e.g. applications, agreements, referrals, evaluation forms, etc.).

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.64		.62		.63		.63		.60		.64		.59		.69	
Average % Time Spent by All Members	.44		.32		.48		.41		.46		.45		.46		.56	
% of Members Performing	70.25		52.05		76.92		65.20		77.50		69.84		77.48		81.65	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	18	18	31	32	0	3	6	13	15	11	40	32	10	11	12	14
Certification Course	32	44	17	29	52	66	22	29	44	59	40	51	52	68	2	18
Inservice	13	16	3	4	10	10	16	21	15	19	5	11	6	4	38	43
On-The-Job	36	21	48	36	38	21	55	38	26	11	15	7	31	17	48	25
Level of Importance ($\overline{X}$) on 1-4 Scale	3.0228		2.9677		3.2564		2.9716		2.7778		3.0367		3.1754		2.9747	
% Would Use Teacher Aide*	26.90		12.23		20.04		26.37		31.58		28.15		39.35		30.10	

(Ranking: Perceived Importance 139; Relative Time Spent 125; Teacher Aide Use 36.)

* Significant at .05 level.

APPENDIX A (Continued)

Task H 132 - Maintain records of student referrals to prospective employers.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.61		.63		.61		.64		.56		.59		.60		.64	
Average % Time Spent by All Members	.42		.26		.48		.42		.42		.39		.45		.49	
% of Members Performing	68.27		41.09		78.84		68.38		73.75		66.23		76.16		76.60	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	25	24	34	27	24	29	15	18	11	26	27	24	25	14	44	38
Certification Course	31	45	37	46	27	47	18	36	26	50	55	58	44	60	5	19
Inservice	12	14	6	10	11	7	18	21	21	16	5	6	3	6	19	27
On-The-Job	32	18	23	17	38	18	50	25	42	8	14	11	29	19	32	15
Level of Importance ($\overline{X}$)* on 1-4 Scale	3.1904		3.1154		3.2045		3.1184		3.6250		3.1063		3.1667		3.3467	
% Would Use Teacher Aide	26.51		13.42		21.75		27.33		23.58		29.52		35.30		26.62	

(Ranking: Perceived Importance 134; Relative Time Spent 136; Teacher Aide Use 38.)

* Significant at .05 level.)

APPENDIX A (Continued)

Task H 152 - Maintain a check-out/check-in system for equipment, supplies, study guides, texts, etc.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.57		.67		.57		.59		.49		.56		.55		.55	
Average % Time Spent by All Members	.39		.43		.38		.36		.45		.41		.37		.40	
% of Members Performing	68.55		64.38		68.27		60.78		91.25		73.11		66.88		72.48	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	28	28	66	60	0	5	6	10	6	23	67	64	16	9	14	15
Certification Course	20	31	10	15	50	66	20	38	26	43	9	13	50	59	1	7
Inservice	18	23	2	2	14	18	26	28	26	29	5	10	12	18	41	64
On-The-Job	34	18	23	24	36	11	48	24	43	6	18	13	22	14	43	15
Level of Importance (X̄) on 1-4 Scale	3.1357		3.2045		3.2069		3.0153		2.9688		3.2807		3.2391		3.0492	
% Would Use Teacher Aide *	44.58		31.17		36.31		41.57		70.95		53.18		45.09		42.44	

(Ranking: Perceived Importance 137; Relative Time Spent 142; Teacher Aide Use 14.)

* Significant at .05 level.

APPENDIX A (Continued)

Task H 148 - Prepare program operations records (e.g. administrative file, list of vendors, etc.).

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.60		.60		.61		.58		.52		.62		.60		.60	
Average % Time Spent by All Members	.36		.22		.43		.32		.39		.40		.39		.44	
% of Members Performing	61.12		36.30		70.19		55.14		76.25		63.93		64.90		72.48	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	39	37	46	41	33	28	25	25	18	29	58	56	41	35	41	42
Certification Course	13	24	10	24	26	35	9	23	18	29	18	24	15	32	4	7
Inservice	9	11	8	7	5	9	11	12	6	9	3	4	6	4	25	33
On-The-Job	39	28	36	29	37	28	55	40	59	32	21	17	32	28	29	18
Level of Importance ($\overline{X}$) on 1-4 Scale	3.0302		3.0455		3.0000		2.9762		3.1034		3.1600		3.1064		2.8714	
% Would Use Teacher Aide *	31.62		13.42		27.23		28.87		47.37		32.65		40.83		38.01	

(Ranking: Perceived Importance 150; Relative Time Spent 148; Teacher Aide Use 29.)

* Significant at .05 level.

APPENDIX A (Continued)

Task H 127 - Make entries on students' permanent records.

Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.60		.65		.60		.61		.56		.61		.58		.61	
Average % Time Spent by All Members	.36		.29		.33		.29		.44		.46		.40		.33	
% of Members Performing	59.42		45.20		54.80		48.04		78.75		76.72		68.87		54.58	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	12	13	16	13	22	16	10	14	9	15	8	8	17	12	11	17
Certification Course	33	48	39	55	35	65	19	34	35	53	65	73	38	50	1	17
Inservice	12	17	5	13	5	3	13	22	18	9	4	9	9	15	28	40
On-The-Job	43	21	39	18	38	16	58	29	38	24	25	12	36	23	59	26
Level of Importance ($\overline{X}$) on 1-4 Scale	3.1820		2.9677		3.3462		3.1316		3.3333		3.2650		3.1087		3.1373	
% Would Use Teacher Aide*	27.30		14.80		12.67		22.13		39.58		42.23		38.07		20.45	

Column Number/Program Area

(Ranking: Perceived Importance 148; Relative Time Spent 149; Teacher Aide Use 35.)

* Significant at .05 level.

APPENDIX A (Continued)

Task H 149 - Maintain program operations records (e.g. administrative files, list of vendors, etc.).

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.59		.56		.60		.60		.51		.61		.58		.60	
Average % Time Spent by All Members	.35		.17		.37		.33		.39		.38		.38		.42	
% of Members Performing	59.42		30.82		61.54		54.90		77.50		61.96		66.22		71.10	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	35	36	40	40	17	22	23	26	11	29	54	52	35	29	50	47
Certification Course	17	27	16	26	32	35	8	25	23	29	24	29	25	40	2	7
Inservice	6	11	4	11	2	7	10	12	6	17	2	3	4	6	13	26
On-The-Job	39	28	40	23	47	35	59	37	60	26	20	15	35	25	35	21
Level of Importance ($\bar{X}$) on 1-4 Scale	3.0329		3.1500		3.0938		2.9760		2.9677		3.2000		3.0638		2.8451	
% Would Use Teacher Aide *	34.17		13.42		25.53		33.49		49.89		36.56		39.35		41.67	

(Ranking: Perceived Importance 155; Relative Time Spent 152; Teacher Aide Use 26.)

* Significant at .05 level.

APPENDIX A (Continued)

Task H 131 - Maintain progress chart.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.63		.61		.66		.64		.57		.63		.61		.64	
Average % Time Spent by All Members	.34		.20		.44		.26		.42		.38		.44		.40	
% of Members Performing	54.67		32.19		66.34		41.42		73.75		59.67		72.18		62.84	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	12	14	24	24	8	6	7	17	16	23	10	9	19	14	13	13
Certification Course	32	45	36	41	42	56	17	30	32	42	66	77	40	53	0	18
Inservice	11	17	6	15	6	11	14	21	10	16	5	3	7	9	25	39
On-The-Job	44	24	33	21	44	28	61	32	42	19	19	10	34	24	62	30
Level of Importance ($\overline{X}$) on 1-4 Scale	3.2663		3.0588		3.4722		3.2212		3.2083		3.3483		3.1852		3.2542	
% Would Use Teacher Aide*	25.92		10.85		21.75		23.67		34.11		28.15		43.60		24.69	

(Ranking: Perceived Importance 157; Relative Time Spent 155; Teacher Aide Use 39.)

* Significant at .05 level.

APPENDIX A (Continued)

Task H 126 - Keep records of advisory committee meetings.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.52		.53		.49		.54		.46		.52		.45		.53	
Average % Time Spent by All Members	.28		.20		.29		.24		.29		.36		.29		.30	
% of Members Performing	55.24		37.67		58.65		44.60		63.75		69.18		64.24		56.42	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	27	28	31	34	37	44	15	17	14	21	26	23	32	23	47	52
Certification Course	33	45	19	38	30	41	18	34	46	57	57	65	34	50	2	7
Inservice	9	10	3	3	4	7	15	13	7	7	5	6	5	5	19	26
On-The-Job	31	18	47	25	30	7	51	35	32	14	12	6	29	21	33	14
Level of Importance ($\overline{X}$) on 1-4 Scale	2.9474		3.0417		3.0000		2.9485		2.8000		2.9909		2.8913		2.8929	
% Would Use Teacher Aide*	21.60		12.23		16.45		21.17		15.79		30.70		25.31		17.75	

(Ranking: Perceived Importance 162; Relative Time Spent 168; Teacher Aide Use 52.)

* Significant at .05 level.

APPENDIX A (Continued)

Task H 124 - Apply for approval for occupations not already approved by the Texas Education Agency.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.44		.50		.42		.53		.36		.44		.39		.40	
Average % Time Spent by All Members	.08		.14		.07		.07		.10		.04		.18		.02	
% of Members Performing	17.35		28.08		17.30		13.23		30.00		9.51		46.36		4.13	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	24	23	15	17	26	29	22	18	10	23	28	27	14	14	43	38
Certification Course	30	45	41	51	40	57	15	37	53	57	39	49	48	64	8	22
Inservice	11	15	5	10	6	6	15	17	10	17	7	8	7	13	23	30
On-The-Job	34	17	39	22	29	9	49	20	27	3	26	16	30	9	26	10
Level of Importance ($\bar{X}$) on 1-4 Scale	3.0833		3.0667		3.0000		2.9655		2.7778		3.6364		3.1667		2.8571	
% Would Use Teacher Aide*	2.16		4.14		0		.38		2.53		1.37		9.78		.96	

(Ranking: Perceived Importance 201; Relative Time Spent 204; Teacher Aide Use 200.)

* Significant at .05 level.

APPENDIX A (Continued)

Task I 175 - Assist chapter members in preparing for fund raising activities.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.80		.90		.70		.80		.86		.80		.72		.81	
Average % Time Spent by All Members	.74		.88		.46		.76		.82		.76		.65		.78	
% of Members Performing	92.42		97.26		66.34		94.60		95.00		94.75		89.40		95.41	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	33	33	55	51	14	21	11	14	24	24	70	60	15	13	25	25
Certification Course	14	23	12	18	37	41	15	27	11	41	4	7	34	46	0	3
Inservice	10	16	0	0	3	9	18	23	14	19	2	5	6	13	22	43
On-The-Job	44	28	33	31	46	29	57	36	51	16	24	18	45	28	53	29
Level of Importance ($\bar{X}$)* on 1-4 Scale	3.2104		3.3662		3.0270		3.3299		3.2727		3.0426		3.2813		3.0899	
% Would Use Teacher Aide	25.53		27.03		12.67		20.78		28.84		29.52		26.80		32.80	

(Ranking: Perceived Importance 45; Relative Time Spent 18; Teacher Aide Use 40.)

* Significant at .05 level.

APPENDIX A (Continued)

Task I 153 - Establish local youth leadership organization (DECA, FFA, FHA-HERO, OEA, TAHOSA, VICA, VOCT).

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.80		.93		.74		.79		.82		.81		.78		.74	
Average % Time Spent by All Members	.74		.84		.69		.73		.79		.76		.74		.65	
% of Members Performing	92.28		91.09		93.27		91.91		96.29		94.10		95.36		87.15	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	28	28	69	61	3	5	6	11	6	21	69	62	17	11	10	12
Certification Course	20	30	9	17	44	64	20	34	29	35	9	13	50	60	1	7
Inservice	19	26	2	2	10	15	28	33	26	38	10	13	10	15	44	62
On-The-Job	33	17	20	20	44	15	46	22	38	6	14	11	24	14	45	19
Level of Importance ($\overline{X}$)* on 1-4 Scale, with Scheffé's Differences	3.4691		3.7813 2,7[a]		3.1176		3.5412 2,7[a]		3.6667 2[a]		3.5252 2[a]		3.3651		3.1954	
% Would Use Teacher Aide	8.25		9.47		7.19		8.47		2.53		7.04		1.27		9.65	

(Ranking: Perceived Importance 21; Relative Time Spent 19; Teacher Aide Use 111.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task I 156 - Attend local youth leadership chapter meetings.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.74		.90		.68		.74		.72		.73		.69		.70	
Average % Time Spent by All Members	.68		.86		.55		.68		.68		.65		.64		.68	
% of Members Performing	91.85		95.89		80.77		91.91		93.75		88.85		92.71		97.24	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	27	27	65	58	0	0	4	9	5	16	66	63	15	10	11	10
Certification Course	19	29	12	17	48	68	17	32	24	43	10	13	49	60	1	6
Inservice	17	21	3	4	24	16	21	25	24	35	4	8	9	9	41	57
On-The-Job	38	23	20	20	28	16	58	34	46	5	20	16	27	21	47	27
Level of Importance ($\bar{X}$) * on 1-4 Scale, with Scheffé's Differences	3.3965		3.6751 2,7[a]		3.1522		3.4922		3.6129		3.3582		3.2381		3.2088	
% Would Use Teacher Aide	8.44		5.33		10.97		9.43		7.79		5.87		11.27		9.65	

(Ranking: Perceived Importance 27; Relative Time Spent 39; Teacher Aide Use 109.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task I 154 - Supervise the election of the local youth leadership chapter officers.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.72		.86		.70		.74		.68		.70		.70		.64	
Average % Time Spent by All Members	.68		.78		.65		.69		.66		.66		.66		.63	
% of Members Performing	94.26		89.72		93.27		93.62		97.50		93.77		94.70		98.16	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	27	29	64	58	3	5	5	13	6	19	66	64	18	11	13	14
Certification Course	18	28	12	16	37	55	16	31	22	44	9	13	45	56	1	7
Inservice	17	21	1	3	18	16	24	26	28	31	5	10	8	10	41	53
On-The-Job	38	23	22	22	42	24	55	31	44	6	18	13	28	23	45	26
Level of Importance ($\bar{X}$)* on 1-4 Scale, with Scheffé's Differences	3.3744		3.7273 2,6,7[a]		3.0192		3.4213 2		3.6471 2,7[a]		3.4126		3.2813		3.1290	
% Would Use Teacher Aide*	9.03		6.71		10.97		9.43		2.53		6.45		4.04		11.58	

(Ranking: Perceived Importance 23; Relative Time Spent 41; Teacher Aide Use 104.)

[*] Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task I 177 - Assist chapter officers in collecting dues.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.70		.80		.63		.74		.69		.66		.70		.65	
Average % Time Spent by All Members	.65		.75		.46		.68		.67		.62		.66		.62	
% of Members Performing	92.63		93.83		74.04		92.40		97.50		94.75		94.04		95.41	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	20	21	66	57	50	50	4	10	5	14	57	57	10	7	6	6
Certification Course	17	27	7	20	50	50	18	31	19	38	9	11	43	47	3	9
Inservice	20	28	3	10	0	0	27	30	24	38	3	9	13	30	35	56
On-The-Job	44	23	24	13	0	0	51	30	52	10	31	23	33	17	56	29
Level of Importance ($\overline{X}$) * on 1-4 Scale	3.0801		3.2794		2.8605		3.1827		3.1818		2.9379		3.2222		2.8977	
% Would Use Teacher Aide	28.67		29.79		21.75		25.40		28.84		33.24		21.05		35.30	

(Ranking: Perceived Importance 59; Relative Time Spent 48; Teacher Aide Use 34.)

* Significant at .05 level.

APPENDIX A (Continued)

Task I 155 - Train local youth leadership chapter officers.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.70		.88		.68		.71		.69		.70		.68		.62	
Average % Time Spent by All Members	.62		.80		.58		.63		.66		.60		.63		.54	
% of Members Performing	88.52		91.78		85.58		88.23		95.00		85.57		92.05		88.99	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	27	26	66	60	0	0	4	11	7	11	70	65	16	10	12	9
Certification Course	20	30	10	15	46	71	17	33	32	36	10	15	47	60	2	7
Inservice	16	20	3	3	21	17	23	25	21	50	3	5	7	7	37	56
On-The-Job	37	23	21	22	33	13	56	31	39	4	18	15	30	23	50	28
Level of Importance ($\bar{X}$) * on 1-4 Scale, with Scheffé's Differences	3.3740		3.7059 2,7[a]		2.9787		3.4421 2,7[a]		3.5785 2,7[a]		3.4427 2,7[a]		3.2903		3.0476	
% Would Use Teacher Aide	8.84		8.09		12.67		9.05		2.53		6.45		15.33		7.91	

(Ranking: Perceived Importance 41; Relative Time Spent 53; Teacher Aide Use 106.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task I 158 - Attend area youth leadership chapter meetings.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.70		.85		.65		.74		.70		.65		.69		.66	
Average % Time Spent by All Members	.62		.81		.38		.68		.68		.52		.61		.61	
% of Members Performing	88.24		95.20		59.61		91.91		97.50		80.65		87.42		92.66	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	22	22	59	59	67	0	8	10	7	14	68	70	5	0	6	8
Certification Course	14	25	7	10	33	100	9	29	29	43	5	4	57	62	3	8
Inservice	20	27	0	3	0	0	24	26	29	29	9	17	5	19	42	58
On-The-Job	44	26	34	28	0	0	59	35	36	14	18	9	33	19	50	26
Level of Importance ($\bar{X}$) * on 1-4 Scale, with Scheffé's Differences	3.3638		3.5441		3.1111 7[a]		3.5238		3.5938		3.2595		3.2333		3.1395	
% Would Use Teacher Aide	7.86		8.09		3.59		9.05		5.26		5.87		14.04		7.14	

(Ranking: Perceived Importance 44; Relative Time Spent 54; Teacher Aide Use 118.)

[*] Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task I 176 - Assist in organizing youth leadership chapter social events.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.70		.76		.68		.71		.72		.70		.62		.68	
Average % Time Spent by All Members	.62		.65		.49		.62		.72		.63		.54		.64	
% of Members Performing	88.46		84.93		71.15		87.50		98.75		90.16		87.42		94.95	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	21	22	55	47	7	13	5	10	6	13	64	63	12	7	7	5
Certification Course	17	29	13	21	27	33	18	32	23	42	9	14	40	57	2	7
Inservice	18	23	2	2	20	20	23	25	19	29	5	11	10	16	40	60
On-The-Job	43	26	30	30	47	33	54	33	52	16	22	13	38	21	52	28
Level of Importance ($\overline{X}$) * on 1-4 Scale	3.1607		3.3548		3.1500		3.2500		3.2727		3.0292		3.1639		3.0000	
% Would Use Teacher Aide	21.99		21.70		18.15		20.78		18.32		19.16		25.31		29.13	

(Ranking: Perceived Importance 68; Relative Time Spent 55; Teacher Aide Use 48.)

* Significant at .05 level.

APPENDIX A (Continued)

Task I 165 - Advise local youth leadership chapter officers.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.71		.86		.66		.71		.74		.69		.63		.68	
Average % Time Spent by All Members	.60		.81		.41		.61		.68		.59		.53		.59	
% of Members Performing	84.20		93.83		62.50		85.78		92.50		80.65		84.10		87.15	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	31	31	61	59	0	0	10	14	0	10	69	66	11	0	0	0
Certification Course	17	27	9	16	50	63	18	28	25	40	10	17	32	53	0	0
Inservice	18	25	0	3	38	38	28	34	30	45	10	10	11	21	33	70
On-The-Job	34	17	30	22	13	0	44	24	45	5	12	7	47	26	67	30
Level of Importance ($\overline{X}$) * on 1-4 Scale	3.3490		3.5522		3.1351		3.4641		3.5758		3.2857		3.1818		3.1358	
% Would Use Teacher Aide *	6.48		8.09		5.48		8.08		0		3.13		4.04		4.44	

(Ranking: Perceived Importance 63; Relative Time Spent 61; Teacher Aide Use 128.)

* Significant at .05 level.

APPENDIX A (Continued)

Task I 170 - Assist chapter members in preparing for local contests.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.76		.92		.68		.78		.79		.58		.71		.73	
Average % Time Spent by All Members	.56		.90		.38		.70		.62		.21		.59		.60	
% of Members Performing	74.15		97.94		55.77		90.20		78.75		37.05		82.78		81.19	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	17	20	57	54	0	5	6	10	0	17	64	59	9	11	8	8
Certification Course	16	29	11	16	38	43	15	32	14	40	14	21	38	52	0	6
Inservice	21	29	3	10	19	24	24	29	33	34	7	7	13	13	37	69
On-The-Job	46	22	29	21	43	29	56	28	53	9	14	14	41	25	55	16
Level of Importance ($\bar{X}$) * on 1-4 Scale, with Scheffé's Differences	3.3431		3.6571 5,7[a]		3.1389		3.3797		3.4400		3.1525		3.3793		3.1467	
% Would Use Teacher Aide *	13.16		18.94		9.08		15.01		10.53		3.13		18.29		18.52	

(Ranking: Perceived Importance 102; Relative Time Spent 80; Teacher Aide Use 79.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task I 159 - Attend state youth leadership chapter meetings.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.68		.80		.54		.73		.70		.60		.66		.64	
Average % Time Spent by All Members	.55		.74		.06		.68		.62		.46		.51		.57	
% of Members Performing	80.52		91.78		10.58		92.64		88.75		76.39		77.48		88.07	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	26	26	59	52	0	50	4	12	0	0	65	60	8	5	0	0
Certification Course	17	31	10	17	20	20	10	29	50	70	15	20	38	62	0	0
Inservice	15	16	3	2	40	20	26	28	10	30	15	10	10	8	20	55
On-The-Job	42	27	29	29	40	20	59	32	40	0	5	10	44	26	80	45
Level of Importance ($\bar{X}$) * on 1-4 Scale	3.2914		3.4848		3.5714		3.3814		3.5333		3.1368		3.3265		3.1047	
% Would Use Teacher Aide	7.27		8.09		0		9.82		2.53		6.45		9.78		6.17	

(Ranking: Perceived Importance 83; Relative Time Spent 82; Teacher Aide Use 124.)

*Significant at .05 level.

APPENDIX A (Continued)

Task I 172 - Assist chapter members in preparing for area contests.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.77		.85		.73		.80		.86		.55		.71		.74	
Average % Time Spent by All Members	.55		.76		.38		.76		.83		.10		.51		.67	
% of Members Performing	71.53		90.41		51.92		94.12		97.50		18.36		71.52		90.82	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	14	17	57	43	50	50	6	14	0	0	57	50	0	0	5	5
Certification Course	17	32	7	36	50	50	9	29	100	100	29	25	54	54	0	15
Inservice	14	25	0	0	0	0	15	20	0	0	0	13	0	31	37	65
On-The-Job	55	26	36	21	0	0	70	36	0	0	14	13	46	15	58	15
Level of Importance $(\bar{X})$ * on 1-4 Scale	3.3636		3.5846		3.2727		3.4293		3.4412		3.0417		3.2391		3.2024	
% Would Use Teacher Aide*	12.96		16.18		10.97		15.97		10.53		0		14.04		23.92	

(Ranking: Perceived Importance 114; Relative Time Spent 84; Teacher Aide Use 80.)

* Signficant at .05 level.

APPENDIX A (Continued)

Task I 184 - Make travel and housing arrangements for out of town youth leadership activities.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.65		.74		.56		.70		.57		.57		.65		.63	
Average % Time Spent by All Members	.52		.62		.12		.63		.56		.38		.59		.57	
% of Members Performing	79.88		82.88		21.15		89.95		97.50		66.88		90.73		91.28	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	23	24	58	50	14	17	6	12	9	17	52	49	9	2	19	20
Certification Course	18	30	10	24	29	30	16	28	17	40	21	28	42	55	0	2
Inservice	11	19	0	0	5	17	19	25	20	26	0	5	5	20	23	42
On-The-Job	47	28	30	26	52	35	59	35	54	17	27	17	44	24	58	36
Level of Importance $(\bar{X})$ on 1-4 Scale	3.2588		3.3667		3.2727		3.2953		3.4839		3.1176		3.3115		3.1446	
% Would Use Teacher Aide *	22.19		21.70		3.59		26.94		21.05		21.12		22.54		24.69	

(Ranking: Perceived Importance 88; Relative Time Spent 93; Teacher Aide Use 47.)

* Significant at .05 level.

APPENDIX A (Continued)

Task I 185 - Provide recognition for deserving youth leadership chapter members.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.64		.75		.66		.69		.55		.59		.64		.60	
Average % Time Spent by All Members	.52		.64		.40		.58		.49		.41		.55		.51	
% of Members Performing	80.10		85.62		61.54		84.07		88.75		70.16		86.09		84.40	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	46	43	39	33	35	30	31	29	40	43	69	70	44	27	67	73
Certification Course	16	24	12	20	38	52	18	31	30	33	5	6	20	36	12	10
Inservice	11	16	20	25	4	15	15	20	7	13	10	11	7	11	7	7
On-The-Job	26	17	29	22	23	4	35	20	23	10	17	13	29	27	14	10
Level of Importance ($\bar{X}$) * on 1-4 Scale, with Scheffé's Differences	3.4281		3.6349 7[a]		3.3714		3.4190		3.4839		3.4815		3.4364		3.2051	
% Would Use Teacher Aide	7.86		9.47		3.59		8.08		2.53		7.04		9.78		9.65	

(Ranking: Perceived Importance 73; Relative Time Spent 96; Teacher Aide Use 119.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task I 157 - Attend district youth leadership chapter meetings.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.70		.85		.64		.73		.63		.62		.70		.64	
Average % Time Spent by All Members	.51		.82		.35		.54		.40		.36		.54		.47	
% of Members Performing	72.87		96.57		54.80		74.75		63.75		57.70		92.05		73.39	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	28	29	61	56	0	0	6	11	6	20	75	70	13	10	8	7
Certification Course	17	26	13	19	60	80	18	29	23	40	6	9	41	56	2	8
Inservice	19	22	3	0	0	20	24	28	29	31	3	8	13	11	52	63
On-The-Job	36	23	23	25	40	0	52	33	43	9	16	13	33	24	39	22
Level of Importance ($\bar{X}$)* on 1-4 Scale	3.3596		3.6087		3.0938		3.4937		3.5556		3.2045		3.2419		3.1765	
% Would Use Teacher Aide	6.28		8.09		5.48		7.12		2.53		3.13		11.27		6.17	

(Ranking: Perceived Importance 108; Relative Time Spent 99; Teacher Aide Use 133.)

* Significant at .05 level.

APPENDIX A (Continued)

Task I 180 - Audit youth chapter financial records.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.64		.67		.57		.68		.53		.62		.63		.62	
Average % Time Spent by All Members	.49		.25		.36		.54		.44		.43		.54		.53	
% of Members Performing	76.48		37.67		62.50		78.43		82.50		70.16		85.43		85.32	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	30	30	52	44	13	13	8	11	0	12	69	66	12	9	25	24
Certification Course	13	24	15	23	31	53	13	31	24	32	4	8	26	36	0	10
Inservice	11	16	2	4	6	7	19	23	12	24	5	8	3	9	19	41
On-The-Job	46	29	31	29	50	27	59	35	64	32	22	18	59	44	56	24
Level of Importance ($\bar{X}$)* on 1-4 Scale, with Scheffé's Differences	3.2896		3.5000 7[a]		3.2500		3.3780 7[a]		3.2903		3.2544		3.3509		2.9865	
% Would Use Teacher Aide	16.30		9.47		9.08		14.24		15.79		20.53		22.54		18.52	

(Ranking: Perceived Importance 97; Relative Time Spent 103; Teacher Aide Use 68.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task I 178 - Attend area officers youth leadership workshops with students.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.67		.72		.60		.72		.68		.59		.65		.64	
Average % Time Spent by All Members	.46		.51		.17		.60		.54		.29		.52		.50	
% of Members Performing	69.19		70.54		27.88		82.84		78.75		49.51		80.13		78.90	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	34	33	56	53	26	29	16	20	18	32	67	66	24	12	34	27
Certification Course	12	23	13	24	21	26	13	20	14	39	6	10	24	48	0	6
Inservice	9	16	2	0	3	12	15	23	11	18	3	6	6	9	16	37
On-The-Job	45	28	29	24	50	32	56	37	57	11	24	18	46	31	52	29
Level of Importance ($\overline{X}$) * on 1-4 Scale, with Scheffé's Differences	3.3079		3.4792		3.2667		3.4269 7[a]		3.3846		3.2405		3.2105		3.0533	
% Would Use Teacher Aide *	7.86		6.71		3.59		8.47		2.53		5.08		16.80		9.65	

(Ranking: Perceived Importance 127; Relative Time Spent 115; Teacher Aide Use 120.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task I 173 - Assist chapter members in preparing for state contests.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.66		.82		.54		.77		.80		.56		.72		.68	
Average % Time Spent by All Members	.45		.56		.04		.67		.76		.05		.56		.55	
% of Members Performing	68.91		67.81		8.65		86.27		95.00		8.85		78.14		80.73	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	30	30	50	47	18	19	6	10	22	31	67	64	16	9	23	21
Certification Course	13	24	10	21	24	34	16	30	17	31	3	9	34	51	0	7
Inservice	13	21	0	3	3	19	20	26	19	31	3	8	4	16	34	54
On-The-Job	44	25	40	29	55	28	58	34	42	8	27	20	45	24	43	18
Level of Importance ($\overline{X}$) * on 1-4 Scale	3.3805		3.6200		2.7143		3.4246		3.4375		3.3077		3.3200		3.2152	
% Would Use Teacher Aide *	11.00		2.23		5.48		13.28		7.79		0		15.53		22.19	

(Ranking: Perceived Importance 120; Relative Time Spent 123; Teacher Aide Use 87.)

* Significant at .05 level.

APPENDIX A (Continued)

Task I 186 - Solicit the support of employers for youth leadership activities.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.60		.72		.62		.64		.49		.55		.57		.55	
Average % Time Spent by All Members	.42		.48		.28		.52		.41		.33		.43		.39	
% of Members Performing	70.46		66.44		45.19		81.12		83.75		59.34		76.16		72.02	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	39	41	40	38	29	43	23	29	46	50	53	49	36	26	60	68
Certification Course	20	26	16	20	43	43	19	28	25	32	21	26	18	28	10	8
Inservice	11	14	14	20	5	10	16	21	7	11	6	6	8	10	15	13
On-The-Job	30	20	30	22	24	5	42	22	21	7	21	19	38	36	15	11
Level of Importance ($\overline{X}$) on 1-4 Scale, with Scheffé's Differences	3.2536		3.4889 7^a		3.3077		3.3466 7^a		3.3571		3.1461		3.2885 7^a		2.8923	
% Would Use Teacher Aide	5.30		2.76		3.59		6.54		0		5.08		8.51		5.40	

(Ranking: Perceived Importance 126; Relative Time Spent 135; Teacher Aide Use 145.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task I 171 - Assist chapter members in preparing for district contest.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.76		.89		.72		.75		.83		.52		.74		.73	
Average % Time Spent by All Members	.41		.85		.22		.44		.32		.06		.66		.50	
% of Members Performing	53.75		95.89		29.80		58.58		38.75		10.82		88.74		69.26	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	15	18	57	56	0	0	6	11	0	14	73	69	10	9	6	8
Certification Course	16	30	7	12	100	0	15	32	14	36	13	13	39	55	0	6
Inservice	21	30	2	12	0	100	26	31	33	42	13	19	6	9	37	69
On-The-Job	48	22	34	21	0	0	53	26	53	8	0	0	45	27	55	16
Level of Importance ($\overline{X}$) * on 1-4 Scale	3.3324		3.6176		3.1429		3.3566		3.3846		2.8333		3.3051		3.1618	
% Would Use Teacher Aide *	10.21		16.18		3.59		9.05		5.26		.59		21.05		19.46	

(Ranking: Perceived Importance 156; Relative Time Spent 137; Teacher Aide Use 95.)

* Significant at .05 level.

APPENDIX A (Continued)

Task I 181 - Consult with other teachers concerning youth leadership chapter activities (e.g. speech, art, etc.).

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.57		.64		.54		.61		.54		.56		.51		.54	
Average % Time Spent by All Members	.38		.45		.27		.40		.47		.36		.34		.40	
% of Members Performing	67.56		69.86		50.00		66.42		87.50		64.26		66.22		74.77	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	27	27	53	53	21	22	10	13	5	10	79	76	19	10	22	21
Certification Course	13	24	4	14	26	44	13	25	20	50	5	8	33	40	0	7
Inservice	13	22	2	0	5	11	21	30	10	25	3	3	7	19	22	48
On-The-Job	47	27	41	33	47	22	56	32	65	15	13	13	40	31	57	24
Level of Importance ($\overline{X}$) * on 1-4 Scale, with Scheffé's Differences	2.9706		3.0600		2.8485		3.1409		3.0000		2.8800 7^a		3.0000		2.6912	
% Would Use Teacher Aide	7.86		6.71		9.08		7.51		2.53		5.87		9.78		12.35	

(Ranking: Perceived Importance 145; Relative Time Spent 144; Teacher Aide Use 121.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task I 183 - Formally judge student contests/projects.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.59		.68		.56		.64		.48		.46		.57		.55	
Average % Time Spent by All Members	.32		.44		.19		.43		.24		.12		.33		.38	
% of Members Performing	54.18		65.75		34.61		67.64		48.75		26.56		57.61		68.80	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	29	28	55	52	10	17	7	11	6	15	62	57	22	9	32	35
Certification Course	15	28	13	23	17	37	13	30	21	39	10	19	35	54	2	4
Inservice	12	17	2	2	17	17	20	26	27	27	3	5	7	9	14	35
On-The-Job	44	27	30	23	57	30	59	34	45	18	25	19	35	28	53	27
Level of Importance ($\bar{X}$) * on 1-4 Scale, with Scheffé's Differences	3.0384		3.4186 5,7[a]		3.2778		3.1007		3.1667		2.6667		3.0500 7[a]		2.7846	
% Would Use Teacher Aide	6.48		4.14		9.13		10.39		5.26		1.96		7.02		7.91	

(Ranking: Perceived Importance 161; Relative Time Spent 162; Teacher Aide Use 131.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task I 182 - Coordinate leadership chapter activities with other chapters.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.56		.67		.56		.59		.48		.55		.50		.51	
Average % Time Spent by All Members	.30		.38		.18		.34		.33		.31		.26		.24	
% of Members Performing	53.96		56.85		31.73		57.84		67.50		57.05		50.99		48.16	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	34	35	53	50	31	42	12	17	14	27	75	69	21	18	43	39
Certification Course	11	20	12	21	15	17	10	23	14	35	4	9	25	37	0	0
Inservice	10	16	2	3	23	17	19	24	16	22	1	3	3	8	11	32
On-The-Job	45	29	33	26	31	25	59	36	57	16	20	19	51	37	46	29
Level of Importance ($\overline{X}$) on 1-4 Scale	3.0132		3.0882		2.8947		3.0682		3.0833		3.0581		3.0513		2.6818	
% Would Use Teacher Aide	5.50		5.33		0		7.12		0		5.87		8.51		5.40	

(Ranking: Perceived Importance 163; Relative Time Spent 165; Teacher Aide Use 143.)

APPENDIX A (Continued)

Task I 179 - Attend state officers youth leadership workshops with students.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.66		.71		.47		.71		.65		.58		.58		.63	
Average % Time Spent by All Members	.27		.27		.02		.41		.32		.15		.24		.31	
% of Members Performing	41.43		38.36		3.84		57.60		50.00		26.23		41.06		49.54	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	34	33	64	54	32	37	10	11	6	21	71	65	21	17	32	29
Certification Course	12	23	8	20	11	26	18	31	21	33	4	10	27	38	0	6
Inservice	9	15	0	0	0	5	16	21	12	24	4	4	4	10	16	37
On-The-Job	45	30	28	26	58	32	57	37	61	21	21	21	28	35	52	29
Level of Importance ($\overline{X}$)* on 1-4 Scale	3.3058		3.2963		2.6667		3.4524		3.2941		3.2558		3.0000		3.1957	
% Would Use Teacher Aide	4.52		4.14		0		5.58		0		3.13		8.51		6.17	

(Ranking: Perceived Importance 173; Relative Time Spent 172; Teacher Aide Use 154.)

* Significant at .05 level.

APPENDIX A (Continued)

Task I 162 - Assist candidates running for area offices.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.60		.73		.58		.63		.61		.56		.52		.43	
Average % Time Spent by All Members	.27		.51		.08		.33		.36		.22		.22		.13	
% of Members Performing	44.26		69.86		14.42		52.70		60.00		39.67		42.38		27.52	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	32	33	80	71	0	0	10	20	0	14	75	73	10	0	0	0
Certification Course	15	31	7	18	100	100	7	27	50	57	8	18	30	64	0	0
Inservice	13	19	0	6	0	0	21	17	17	29	0	9	10	18	50	100
On-The-Job	40	17	13	6	0	0	62	37	33	0	17	0	50	18	50	0
Level of Importance ($\overline{X}$)* on 1-4 Scale	3.2328		3.4348		2.7500		3.2294		3.6667		3.2258		3.0000		3.0000	
% Would Use Teacher Aide	5.50		8.09		1.89		8.08		2.53		2.13		5.53		4.44	

(Ranking: Perceived Importance 170; Relative Time Spent 173; Teacher Aide Use 144.)

* Significant at .05 level.

APPENDIX A (Continued)

Task I 161 - Assist candidates running for district offices.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.62		.76		.52		.61		.58		.56		.54		.46	
Average % Time Spent by All Members	.20		.66		.06		.22		.15		.08		.27		.08	
% of Members Performing	33.28		86.98		11.54		36.52		26.25		15.08		49.67		18.35	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	25	24	65	52	0	0	5	13	0	8	72	65	8	0	0	0
Certification Course	12	27	6	15	33	100	9	26	23	28	8	15	33	54	0	8
Inservice	20	25	0	3	67	0	27	31	23	54	8	15	13	13	55	69
On-The-Job	43	24	29	30	0	0	58	30	54	0	12	4	46	33	45	23
Level of Importance ($\overline{X}$)* on 1-4 Scale	3.1404		3.4068		2.3750		3.1053		3.5556		2.9545		2.9118		3.2000	
% Would Use Teacher Aide *	3.93		6.71		1.89		6.54		0		.59		8.51		.96	

(Ranking: Perceived Importance 186; Relative Time Spent 182; Teacher Aide Use 169.)

* Significant at .05 level.

APPENDIX A (Continued)

Task I 160 - Attend national youth leadership chapter meetings when eligible.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.57		.67		.51		.61		.58		.54		.50		.52	
Average % Time Spent by All Members	.19		.25		.03		.26		.19		.08		.15		.27	
% of Members Performing	33.00		37.67		6.73		42.40		33.75		14.10		30.46		52.75	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	28	28	61	55	0	0	67	67	0	9	67	67	7	3	0	0
Certification Course	14	27	9	17	38	75	7	12	27	45	7	12	47	57	0	0
Inservice	19	24	2	2	38	13	10	14	23	41	10	14	7	13	43	85
On-The-Job	39	21	28	26	25	13	16	7	50	5	16	7	40	27	57	15
Level of Importance ($\overline{X}$)* on 1-4 Scale	3.1951		3.4286		2.400		3.2959		3.4286		3.1818		3.0714		3.9608	
% Would Use Teacher Aide	2.55		2.76		0		4.81		0		1.37		1.49		3.47	

(Ranking: Perceived Importance 185; Rleative Time Spent 184; Teacher Aide Use 191.)

* Significant at .05 level.

APPENDIX A (Continued)

Task I 167 - Advise area youth leadership chapter officers.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.60		.72		.64		.61		.63		.60		.54		.43	
Average % Time Spent by All Members	.17		.32		.10		.19		.34		.14		.15		.07	
% of Members Performing	28.89		44.52		16.34		30.68		55.00		24.59		28.48		98.69	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	31	28	75	46	0	0	15	29	0	0	75	67	8	0	0	0
Certification Course	16	28	0	23	100	0	5	19	50	75	13	11	33	58	0	0
Inservice	11	26	0	15	0	100	20	19	25	25	0	11	8	25	33	100
On-The-Job	41	18	25	15	0	0	60	33	25	0	13	11	50	17	67	0
Level of Importance ($\overline{X}$) * on 1-4 Scale	3.2740		3.6364		3.1000		3.2192		3.6190		3.1935		3.0870		2.8824	
% Would Use Teacher Aide	2.55		6.71		1.89		3.27		0		1.37		4.25		.96	

(Ranking: Perceived Importance 187; Relative Time Spent 188; Teacher Aide Use 192.)

* Significant at .05 level.

APPENDIX A (Continued)

Task I 163 - Assist candidates running for state office.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.58		.71		.49		.61		.60		.58		.49		.44	
Average % Time Spent by All Members	.17		.31		.03		.24		.26		.08		.16		.09	
% of Members Performing	28.75		43.83		5.77		39.95		42.50		13.77		33.11		21.56	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	26	26	56	54	0	7	5	10	3	15	66	61	15	9	9	3
Certification Course	16	28	11	16	43	54	17	31	17	44	8	14	37	55	2	8
Inservice	17	23	2	2	7	7	23	28	31	32	7	12	8	11	38	66
On-The-Job	41	23	31	28	50	32	55	31	49	9	19	12	40	25	52	23
Level of Importance ($\overline{X}$) * on 1-4 Scale	3.1414		3.4516		2.0000		3.1071		3.5625		3.1667		2.8750		3.0000	
% Would Use Teacher Aide	3.53		5.33		0		5.20		2.53		1.96		5.53		2.70	

(Ranking: Perceived Importance 188; Relative Time Spent 189; Teacher Aide Use 174.)

* Significant at .05 level.

APPENDIX A (Continued)

Item I 166 - Advise district youth leadership chapter officers.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.62		.77		.50		.63		.60		.54		.55		.43	
Average % Time Spent by All Members	.14		.47		.06		.17		.13		.04		.20		.05	
% of Members Performing	23.51		60.96		11.54		26.71		22.50		7.54		35.76		12.38	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	30	32	64	60	0	0	8	19	0	8	75	71	9	0	0	0
Certification Course	14	22	8	16	100	0	14	25	23	38	6	6	18	45	0	0
Inservice	19	30	0	4	0	100	31	33	31	54	6	18	9	18	33	100
On-The-Job	38	16	28	20	0	0	47	22	46	0	13	6	64	36	67	0
Level of Importance ($\overline{X}$)* on 1-4 Scale	3.3086		3.6047		2.6250		3.3871		3.5000		3.0714		3.0385		3.0714	
% Would Use Teacher Aide *	2.16		5.33		0		3.27		0		.59		5.53		0	

(Ranking: Perceived Importance 192; Relative Time Spent 190; Teacher Aide Use 199.)

* Significant at .05 level.

APPENDIX A (Continued)

Task I 174 - Assist chapter members in preparing for national contests.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.60		.64		-		.66		.46		.51		.53		.52	
Average % Time Spent by All Members	.12		.12		-		.23		.04		.02		.10		.17	
% of Members Performing	20.68		19.18		-		35.05		8.75		3.60		19.86		32.11	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	33	32	58	53	16	25	10	13	13	21	71	68	23	12	21	19
Certification Course	13	23	10	17	30	28	15	27	16	34	3	6	34	58	0	7
Inservice	13	20	0	2	3	11	24	28	21	26	2	6	6	15	29	50
On-The-Job	41	25	32	29	51	36	52	33	50	18	23	19	37	14	50	24
Level of Importance ($\overline{X}$)* on 1-4 Scale, with Scheffé's Differences	3.1830		3.2857 2^a		1.0000		3.2533 2^a		3.2500		3.0000		3.2222 2^a		3.1111	
% Would Use Teacher Aide*	4.52		6.71		0		5.58		2.53		.59		4.25		9.65	

(Ranking: Perceived Importance 195; Relative Time Spent 194; Teacher Aide Use 156.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task I 168 - Advise state youth leadership chapter officers.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.55		.65		.49		.57		.59		.52		.50		.42	
Average % Time Spent by All Members	.10		.19		.02		.12		.21		.05		.10		.05	
% of Members Performing	17.56		28.76		4.80		20.59		36.25		10.16		19.20		12.84	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	20	20	54	50	9	4	5	10	3	10	63	62	11	8	8	7
Certification Course	16	30	15	19	26	43	15	34	17	41	10	14	33	59	0	7
Inservice	19	27	3	7	17	22	25	31	24	38	4	4	14	14	33	69
On-The-Job	46	22	28	24	48	30	55	26	55	10	24	20	41	19	59	8
Level of Importance ($\overline{X}$)* on 1-4 Scale	3.2403		3.6250		2.0000		3.3077		3.5385		3.2143		3.0556		2.8333	
% Would Use Teacher Aide	1.96		4.14		0		1.92		0		1.96		4.25		.96	

(Ranking: Perceived Importance 197; Relative Time Spent 198; Teacher Aide Use 201.)

* Significant at .05 level.

APPENDIX A (Continued)

Task I 164 - Assist candidates running for national offices.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.51		.66		.40		.52		.50		.49		.47		.33	
Average % Time Spent by All Members	.06		.12		.02		.09		.07		.03		.08		.03	
% of Members Performing	12.60		17.81		4.80		17.16		15.00		6.23		17.88		8.71	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	26	31	58	56	0	40	7	18	0	10	55	64	21	13	0	0
Certification Course	16	26	7	14	40	20	14	24	40	50	18	18	25	50	0	0
Inservice	13	19	2	5	20	20	27	29	20	40	9	9	4	8	25	67
On-The-Job	43	24	33	26	40	20	52	29	40	0	18	9	50	29	75	33
Level of Importance ($\overline{X}$)* on 1-4 Scale	3.0000		3.6000		2.0000		2.9348		3.5000		3.0000		2.8889		2.7000	
% Would Use Teacher Aide *	1.37		0		0		2.89		0		.59		4.25		0	

(Ranking: Perceived Importance 207; Relative Time Spent 206; Teacher Aide Use 207.)

* Significant at .05 level.

APPENDIX A (Continued)

Task I 169 - Advise national youth leadership chapter officers.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.52		.69		.40		.58		.44		.51		.47		.24	
Average % Time Spent by All Members	.04		.08		.02		.07		.03		.02		.07		.01	
% of Members Performing	9.06		12.33		4.80		12.01		7.50		4.26		15.23		6.42	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	22	23	55	53	0	18	6	13	0	0	74	67	13	9	11	9
Certification Course	17	30	15	17	27	18	14	34	29	43	11	14	34	54	0	5
Inservice	17	25	1	9	18	36	24	25	29	43	11	10	10	12	30	65
On-The-Job	44	23	28	21	55	27	56	27	43	14	5	10	42	25	59	21
Level of Importance ($\overline{X}$) on 1-4 Scale	3.5127		3.7143		2.2500		3.1429		3.0000		3.0000		2.9231		2.3750	
% Would Use Teacher Aide	.79		1.38		0		.96		0		.59		2.76		0	

(Ranking: Perceived Importance 209; Relative Time Spent 210; Teacher Aide Use 210.)

APPENDIX A (Continued)

Task G 117 - Visit with employer to place student.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.88		.82		.95		.84		.87		.88		.93		.92	
Average % Time Spent by All Members	.86		.78		.94		.82		.86		.86		.92		.90	
% of Members Performing	97.45		94.52		99.04		96.57		98.75		97.70		98.67		98.62	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	32	31	41	39	36	42	14	14	19	22	48	44	36	29	41	41
Certification Course	21	32	22	37	29	29	14	30	35	57	29	31	31	46	0	12
Inservice	9	13	0	2	7	9	17	21	5	5	2	5	6	7	13	26
On-The-Job	38	24	37	22	29	20	55	35	41	16	21	20	27	19	45	21
Level of Importance ($\overline{X}$) on 1-4 Scale	3.7608		3.6866		3.7222		3 7233		3.8788		3.7483		3.8182		3.8542	
% Would Use Teacher Aide*	2.16		5.33		0		2.31		0		1.37		7.02		0	

(Ranking: Perceived Importance 4; Relative Time Spent 2; Teacher Aide Use 198.)

*Significant at .05 level.

APPENDIX A (Continued)

Task G 111 - Visit prospective employers.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.87		.83		.96		.82		.84		.89		.92		.91	
Average % Time Spent by All Members	.85		.80		.94		.79		.84		.88		.90		.91	
% of Members Performing	97.66		95.89		98.08		96.32		100.00		98.03		98.01		99.54	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	34	33	41	36	38	36	15	17	22	19	49	46	29	24	53	54
Certification Course	21	29	20	26	21	24	16	29	38	59	26	31	31	39	3	10
Inservice	7	12	6	10	2	17	13	20	3	3	2	2	6	10	8	17
On-The-Job	38	26	33	28	38	24	56	34	38	19	23	21	34	27	35	19
Level of Importance ($\overline{X}$) * on 1-4 Scale, with Scheffé's Differences	3.7589		3.6143		3.8519		3.6814		3.8824		3.7550		3.8485		3.8763 1[a]	
% Would Use Teacher Aide *	2.55		8.09		0		2.31		0		1.96		5.53		.96	

(Ranking: Perceived Importance 3; Relative Time Spent 3; Teacher Aide Use 189.)

* Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task G 105 - Evaluate students' progress with employers.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.86		.83		.93		.82		.82		.90		.84		.86	
Average % Time Spent by All Members	.84		.81		.92		.81		.81		.89		.83		.86	
% of Members Performing	98.80		97.26		99.04		98.77		98.75		99.02		98.67		99.54	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	7	10	11	9	9	6	7	12	8	16	2	4	13	14	7	10
Certification Course	38	51	41	58	43	60	22	38	47	68	70	74	49	51	1	21
Inservice	14	17	6	6	6	13	21	23	8	8	5	3	7	9	36	53
On-The-Job	40	22	42	26	43	21	51	27	37	8	23	8	32	25	56	16
Level of Importance ($\overline{X}$)* on 1-4 Scale	3.7383		3.6056		3.8000		3.6857		3.7879		3.7712		3.8182		3.7917	
% Would Use Teacher Aide	2.75		4.14		3.59		3.85		0		1.37		5.53		.96	

(Ranking: Perceived Importance 2; Relative Time Spent 3; Teacher Aide Use 187.)

* Significant at .05 level.

APPENDIX A (Continued)

Task G 106 - Evaluate training stations.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.82		.82		.91		.78		.78		.84		.86		.82	
Average % Time Spent by All Members	.80		.80		.90		.74		.78		.82		.85		.81	
% of Members Performing	97.10		96.57		99.04		94.36		100.00		97.70		98.01		99.08	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	28	26	42	34	24	30	12	15	14	10	47	43	28	21	35	35
Certification Course	20	31	18	16	27	38	17	26	24	41	23	30	30	47	4	22
Inservice	6	13	3	13	11	14	11	20	0	7	3	3	3	13	9	18
On-The-Job	46	30	37	37	38	19	60	39	62	41	28	24	39	19	53	25
Level of Importance ($\overline{X}$)* on 1-4 Scale	3.7141		3.5634		3.7818		3.6238		3.8824		3.7550		3.8154		3.7835	
% Would Use Teacher Aide	2.36		4.14		3.59		2.89		0		1.37		5.53		0	

(Ranking: Perceived Importance 6; Relative Time Spent 9; Teacher Aide Use 194.)

* Significant at .05 level.

APPENDIX A (Continued)

Task G 122 - Visit with students at the training station.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.81		.85		.95		.79		.73		.76		.84		.81	
Average % Time Spent by All Members	.75		.76		.92		.74		.68		.66		.79		.79	
% of Members Performing	92.49		88.36		96.15		93.14		93.75		87.54		94.70		97.24	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	7	9	13	15	4	7	5	8	8	7	4	5	9	9	8	8
Certification Course	45	56	55	61	49	64	27	38	36	58	78	81	60	69	1	23
Inservice	16	18	5	7	7	7	25	28	17	14	5	5	7	7	42	52
On-The-Job	32	7	27	18	40	22	44	25	39	11	12	9	24	15	49	17
Level of Importance ($\bar{X}$)* on 1-4 Scale, with Scheffé's Differences	3.5133		3.5455		3.7308 5[a]		3.4611		3.5152		3.2868		3.7344 5[a]		3.6526 5[a]	
% Would Use Teacher Aide*	3.34		9.47		0		3.27		5.26		1.37		7.02		.96	

(Ranking: Perceived Importance 19; Relative Time Spent 16; Teacher Aide Use 175.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task G 095 - Communicate with students who have been absent from class or work (e.g. by telephone, visit, etc.).

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.77		.75		.92		.77		.65		.78		.80		.76	
Average % Time Spent by All Members	.74		.66		.86		.72		.63		.74		.78		.74	
% of Members Performing	94.97		88.36		94.23		94.36		97.50		95.08		98.01		97.70	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	14	19	16	11	13	17	6	19	9	21	21	25	19	19	14	13
Certification Course	29	42	32	56	42	58	14	31	35	50	54	54	44	56	0	16
Inservice	18	23	5	0	13	8	18	19	9	25	10	13	10	12	42	59
On-The-Job	39	17	47	33	33	17	62	31	48	4	15	7	27	14	44	13
Level of Importance $(\overline{X})$* on 1-4 Scale	3.6437		3.4918		3.8269		3.5644		3.6471		3.6250		3.7910		3.7340	
% Would Use Teacher Aide	18.07		16.18		20.04		18.86		10.53		14.08		29.56		17.75	

(Ranking: Perceived Importance 12; Relative Time Spent 21; Teacher Aide Use 62.)

* Significant at .05 level.

APPENDIX A (Continued)

Task G 123 - Work with employer to develop training plans.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.74		.73		.78		.70		.69		.79		.70		.76	
Average % Time Spent by All Members	.68		.61		.76		.61		.66		.77		.68		.72	
% of Members Performing	92.42		82.88		98.08		87.01		95.00		97.38		96.69		95.41	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	6	11	15	20	9	18	0	12	0	8	5	0	3	8	25	17
Certification Course	48	62	35	44	45	55	23	50	42	67	79	83	61	79	25	17
Inservice	7	9	4	4	0	0	18	19	8	8	0	11	5	3	25	50
On-The-Job	39	18	46	32	45	27	59	19	50	17	16	6	32	10	25	17
Level of Importance ($\overline{X}$) on 1-4 Scale	3.4984		3.4407		3.5370		3.3838		3.6667		3.5302		3.4308		3.6813	
% Would Use Teacher Aide	2.75		2.76		1.89		4.23		2.53		1.37		4.25		1.74	

(Ranking: Perceived Importance 20; Relative Time Spent 38; Teacher Aide Use 188.)

APPENDIX A (Continued)

Task G 098 - Conduct follow-up by telephone.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.72		.71		.82		.71		.67		.71		.72		.71	
Average % Time Spent by All Members	.63		.49		.79		.62		.58		.64		.67		.65	
% of Members Performing	87.89		69.18		97.11		87.01		86.25		89.84		93.38		91.74	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	9	14	25	33	11	11	4	23	0	9	12	15	6	5	18	12
Certification Course	29	43	25	0	53	58	16	29	27	64	40	58	33	47	0	18
Inservice	8	17	0	0	0	5	20	29	9	18	0	4	11	21	12	29
On-The-Job	54	25	50	67	37	26	60	19	64	9	48	23	50	26	71	41
Level of Importance ($\overline{X}$)* on 1-4 Scale, with Scheffé's Differences	3.1824		3.2174		3.5370 4[a]		3.1452		2.8966		3.1884		3.1429		3.1379	
% Would Use Teacher Aide *	28.87		16.18		23.64		30.60		21.05		32.06		39.35		27.39	

(Ranking: Perceived Importance 67; Relative Time Spent 51; Teacher Aide Use 32.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task G 118 - Visit with other teachers concerning students' progress.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.66		.68		.75		.66		.53		.65		.64		.64	
Average % Time Spent by All Members	.59		.52		.72		.60		.50		.58		.60		.60	
% of Members Performing	90.22		75.34		96.15		90.68		95.00		88.85		93.38		94.49	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	31	27	38	33	28	29	11	17	24	12	51	39	28	21	41	39
Certification Course	23	35	29	56	28	39	17	30	29	41	31	39	34	47	0	11
Inservice	7	12	0	6	3	7	15	19	12	18	0	6	6	6	14	24
On-The-Job	38	25	33	6	41	25	57	35	35	29	18	16	32	26	46	26
Level of Importance ($\overline{X}$)* on 1-4 Scale	3.2176		3.1852		3.5455		3.1780		3.0323		3.1752		3.3385		3.1630	
% Would Use Teacher Aide	5.11		5.33		3.59		7.51		2.53		1.96		9.78		3.47	

(Ranking: Perceived Importance 55; Relative Time Spent 63; Teacher Aide Use 147.)

* Significant at .05 level.

APPENDIX A (Continued)

Task G 108 - Select advisory committee members.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.61		.66		.66		.63		.56		.61		.60		.54	
Average % Time Spent by All Members	.56		.53		.62		.56		.54		.56		.58		.51	
% of Members Performing	91.50		79.45		94.23		89.95		97.50		92.78		96.02		94.04	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	39	38	44	36	30	30	20	21	35	36	65	63	36	33	42	45
Certification Course	13	19	18	20	23	28	14	22	8	19	13	16	13	20	1	9
Inservice	5	11	2	7	5	16	8	16	0	3	1	2	3	5	9	21
On-The-Job	44	32	36	38	42	26	58	40	57	42	21	19	48	43	48	26
Level of Importance ($\overline{X}$) * on 1-4 Scale	3.2139		3.1321		2.9808		3.3228		3.2121		3.3151		3.2000		3.0215	
% Would Use Teacher Aide	2.95		4.14		5.48		3.85		0		1.96		2.76		1.74	

(Ranking: Perceived Importance 48; Relative Time Spent 81; Teacher Aide Use 183.)

* Significant at .05 level.

APPENDIX A (Continued)

Task G 109 - Transport students on occasion.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.58		.54		.62		.62		.58		.55		.54		.61	
Average % Time Spent by All Members	.51		.35		.53		.55		.55		.50		.45		.59	
% of Members Performing	87.82		65.07		86.54		89.21		95.00		90.49		84.77		96.76	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	19	19	43	35	10	10	7	11	8	14	38	34	16	15	14	17
Certification Course	27	39	25	37	45	57	19	32	36	56	40	45	34	56	2	10
Inservice	11	16	2	4	7	7	19	20	6	11	2	4	7	6	25	51
On-The-Job	43	26	29	24	38	26	55	37	50	19	20	17	43	24	59	22
Level of Importance ($\overline{X}$) on 1-4 Scale	2.8821		2.6383		2.8478		2.9243		2.8387		2.8102		3.0164		2.9684	
% Would Use Teacher Aide	22.78		17.56		12.67		22.13		26.32		24.44		19.78		31.06	

(Ranking: Perceived Importance 95; Relative Time Spent 97; Teacher Aide Use 46.)

APPENDIX A (Continued)

Task G 112 - Visit with school administration personnel concerning students' progress.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.62		.67		.69		.64		.48		.62		.61		.61	
Average % Time Spent by All Members	.49		.48		.61		.46		.42		.49		.51		.49	
% of Members Performing	78.68		71.92		88.46		73.28		88.75		79.02		84.77		80.27	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	37	34	40	36	42	44	19	19	25	22	51	45	33	25	58	58
Certification Course	18	30	19	28	22	25	14	32	25	50	26	32	26	39	4	11
Inservice	6	10	0	4	3	8	13	17	3	3	1	3	5	7	6	13
On-The-Job	39	26	40	32	33	22	54	32	47	25	22	20	36	30	32	18
Level of Importance ($\overline{X}$) on 1-4 Scale	3.2455		3.2157		3.4898		3.2658		3.0000		3.2080		3.2759		3.2125	
% Would Use Teacher Aide	2.95		4.14		1.89		3.85		0		2.54		4.25		1.74	

(Ranking: Perceived Importance 92; Relative Time Spent 102; Teacher Aide Use 184.)

APPENDIX A (Continued)

Task G 104 - Coordinate disciplinary actions with school administrative personnel.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.59		.70		.66		.63		.40		.54		.60		.54	
Average % Time Spent by All Members	.48		.56		.63		.52		.30		.43		.52		.41	
% of Members Performing	81.58		80.14		95.19		81.86		75.00		80.00		87.42		76.14	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	7	10	10	10	4	6	7	12	8	13	4	6	16	17	7	10
Certification Course	37	51	39	54	46	54	21	38	42	68	65	73	51	59	1	22
Inservice	12	16	4	9	4	15	21	24	5	5	4	4	5	5	25	44
On-The-Job	44	22	46	27	46	25	51	26	45	13	27	18	28	18	67	23
Level of Importance ($\bar{X}$) on 1-4 Scale	3.2963		3.3929		3.3922		3.3029		3.0357		3.2339		3.3333		3.3158	
% Would Use Teacher Aide	1.77		1.38		1.89		3.27		0		.59		1.49		1.74	

(Ranking: Perceived Importance 79; Relative Time Spent 104; Teacher Aide Use 202.)

APPENDIX A (Continued)

Task G 113 - Visit with school administration personnel concerning students' activities.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.61		.68		.63		.63		.48		.60		.58		.60	
Average % Time Spent by All Members	.48		.47		.50		.50		.44		.46		.46		.51	
% of Members Performing	79.60		69.18		78.84		79.90		90.00		77.70		80.13		84.86	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	17	16	17	9	14	18	2	14	27	9	16	16	27	11	28	28
Certification Course	28	44	50	64	43	50	21	35	27	64	38	47	35	56	0	24
Inservice	7	14	0	18	0	11	10	16	0	0	3	9	8	15	17	24
On-The-Job	48	25	33	9	43	21	67	35	45	27	44	28	31	19	55	24
Level of Importance ($\overline{X}$) on 1-4 Scale	3.2036		3.2449		3.2444		3.2222		3.1875		3.1032		3.2593		3.2410	
% Would Use Teacher Aide	3.53		4.14		0		6.54		0		1.96		4.25		2.70	

(Ranking: Perceived Importance 93; Relative Time Spent 105; Teacher Aide Use 173.)

APPENDIX A (Continued)

Task G 110 - Visit advisory committee members individually.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.59		.60		.63		.63		.55		.54		.60		.53	
Average % Time Spent by All Members	.46		.41		.56		.49		.52		.37		.54		.41	
% of Members Performing	77.76		67.81		89.42		78.18		95.00		68.52		88.74		77.06	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	14	15	26	22	4	11	11	13	13	29	10	10	28	19	10	12
Certification Course	34	46	37	51	45	53	19	30	34	58	64	70	37	57	4	15
Inservice	12	16	6	2	4	11	21	25	8	3	5	4	3	1	25	49
On-The-Job	40	24	31	26	47	26	49	31	45	11	21	16	32	23	62	23
Level of Importance $(\overline{X})$* on 1-4 Scale	3.0853		3.0217		3.0204		3.2442		3.1563		2.9537		3.2000		2.8611	
% Would Use Teacher Aide	1.77		2.76		3.58		2.31		0		.59		4.25		0	

(Ranking: Perceived Importance 117; Relative Time Spent 117; Teacher Aide Use 203.)

* Significant at .05 level.

APPENDIX A (Continued)

Task G 116 - Visit with employer to obtain training aids and materials.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.57		.59		.60		.63		.50		.57		.52		.51	
Average % Time Spent by All Members	.45		.35		.48		.54		.46		.45		.42		.36	
% of Members Performing	78.75		59.59		80.77		85.54		92.50		78.69		81.46		71.10	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	11	12	21	21	4	8	9	11	11	16	7	7	22	16	7	10
Certification Course	37	48	36	55	48	52	19	36	38	59	69	71	46	59	4	14
Inservice	14	15	6	3	4	10	22	20	8	3	4	4	7	7	31	50
On-The-Job	39	25	36	21	44	29	50	33	43	22	19	18	25	18	57	26
Level of Importance ($\overline{X}$) on 1-4 Scale	3.1167		3.0541		3.2340		3.1844		2.9677		3.0968		3.0182		3.0746	
% Would Use Teacher Aide	5.50		4.14		0		6.54		2.53		6.45		7.02		5.40	

(Ranking: Perceived Importance 106; Relative Time Spent 124; Teacher Aide Use 142.)

APPENDIX A (Continued)

Task G 103 - Coordinate advisory committee meetings.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.56		.60		.56		.59		.46		.62		.50		.51	
Average % Time Spent by All Members	.44		.38		.47		.44		.40		.54		.40		.40	
% of Members Performing	78.54		64.38		86.35		73.77		87.50		87.21		80.79		77.52	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	41	40	41	45	54	49	18	21	21	25	64	64	39	31	50	48
Certification Course	11	21	10	17	11	27	11	22	29	38	9	14	17	33	2	16
Inservice	6	9	3	2	2	7	9	14	0	8	3	5	6	7	9	12
On-The-Job	43	30	45	36	33	18	62	42	50	29	25	18	38	28	40	24
Level of Importance ($\overline{X}$) on 1-4 Scale	3.0826		3.1136		3.0455		3.1210		3.0000		3.2044		2.8305		3.0135	
% Would Use Teacher Aide	4.32		4.44		3.59		3.85		5.26		5.08		7.02		1.38	

(Ranking: Perceived Importance 111; Relative Time Spent 126; Teacher Aide Use 160.)

APPENDIX A (Continued)

Task G 120 - Visit with parents concerning students' progress.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.54		.67		.66		.50		.48		.57		.49		.47	
Average % Time Spent by All Members	.42		.55		.56		.34		.42		.50		.40		.35	
% of Members Performing	78.47		82.19		86.54		67.40		87.50		87.21		81.46		75.23	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	43	41	47	49	35	29	22	24	36	32	64	59	40	32	56	57
Certification Course	12	21	6	20	29	35	13	21	18	32	13	19	8	28	3	5
Inservice	7	10	6	2	0	12	13	16	4	7	2	3	10	8	7	18
On-The-Job	38	28	41	29	35	24	52	39	43	29	21	19	42	32	34	20
Level of Importance ($\overline{X}$) on 1-4 Scale	3.1502		3.3443		3.3404		3.1364		3.1290		3.0775		3.1636		3.0145	
% Would Use Teacher Aide	2.95		4.14		3.59		2.89		2.53		1.96		7.02		.96	

(Ranking: Perceived Importance 103; Relative Time Spent 133; Teacher Aide Use 185.)

APPENDIX A (Continued)

Task G 107 - Participate in career day activities.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.61		.58		.62		.64		.56		.60		.59		.60	
Average % Time Spent by All Members	.40		.29		.46		.42		.44		.34		.46		.43	
% of Members Performing	66.00		50.00		74.04		66.42		78.75		56.72		78.14		76.02	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	15	16	39	36	2	9	5	11	0	14	31	32	12	8	8	9
Certification Course	37	48	31	40	49	68	25	37	59	65	50	54	63	75	3	19
Inservice	17	19	3	5	18	14	18	22	11	14	8	7	5	5	52	60
On-The-Job	32	16	27	19	31	9	52	29	30	8	12	17	19	11	37	12
Level of Importance ($\overline{X}$) on 1-4 Scale	3.2129		3.0000		3.2105		3.2361		3.2857		3.1765		3.1731		3.3056	
% Would Use Teacher Aide *	9.82		9.47		3.59		10.39		8.32		2.54		19.78		12.35	

(Ranking: Perceived Importance 140; Relative Time Spent 140; Teacher Aide Use 100.)

* Significant at .05 level.

APPENDIX A (Continued)

Task G 121 - Visit with students at places other than the classroom or on the job.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.54		.61		.58		.56		.48		.55		.52		.51	
Average % Time Spent by All Members	.38		.41		.41		.36		.40		.40		.38		.37	
% of Members Performing	70.54		67.12		71.15		64.70		83.75		74.10		72.18		72.48	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	10	12	17	22	13	9	7	12	17	23	8	9	14	10	5	9
Certification Course	35	45	41	44	42	56	19	31	31	54	67	70	47	53	3	17
Inservice	13	15	2	3	4	9	22	31	17	9	2	3	4	6	32	44
On-The-Job	42	28	41	31	40	27	52	36	34	14	23	17	35	32	60	30
Level of Importance ($\overline{X}$) on 1-4 Scale	2.8834		2.9362		3.2500		2.8248		2.8182		2.8053		2.9815		2.8551	
% Would Use Teacher Aide	3.93		4.14		0		4.81		5.26		2.54		7.02		3.47	

(Ranking: Perceived Importance 143; Relative Time Spent 145; Teacher Aide Use 166.)

APPENDIX A (Continued)

Task G 097 - Conduct follow-up by personal visits.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.62		.76		.72		.63		.46		.58		.59		.54	
Average % Time Spent by All Members	.38		.60		.58		.34		.22		.33		.46		.30	
% of Members Performing	61.61		78.76		80.77		53.68		48.75		57.05		76.82		56.42	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	21	21	31	33	14	16	12	16	6	13	30	28	26	17	22	17
Certification Course	25	41	23	37	43	55	14	30	26	73	41	49	34	57	3	18
Inservice	8	14	2	6	2	9	11	18	10	10	3	5	6	9	21	39
On-The-Job	46	24	44	25	41	20	63	36	53	3	26	18	34	17	55	25
Level of Importance ($\overline{X}$)* on 1-4 Scale, with Scheffé's Differences	3.1991		3.3269		3.5556 4[a]		3.2213		2.5882		3.1750		3.1111		3.0385	
% Would Use Teacher Aide *	10.21		14.80		7.19		9.43		2.53		5.08		26.80		8.87	

(Ranking: Perceived Importance 146; Relative Time Spent 146; Teacher Aide Use 94.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task G 102 - Conduct home visitation.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.57		.75		.64		.50		.44		.60		.49		.41	
Average % Time Spent by All Members	.32		.57		.52		.18		.20		.45		.33		.16	
% of Members Performing	56.16		76.02		80.77		36.76		45.00		74.42		66.22		38.99	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	18	20	36	38	7	12	9	17	3	13	37	35	13	10	5	8
Certification Course	32	44	26	36	51	55	19	33	50	72	40	47	53	70	3	17
Inservice	16	18	4	4	7	12	21	20	13	13	8	8	8	8	44	61
On-The-Job	35	18	34	21	34	21	51	29	34	3	15	10	25	12	48	15
Level of Importance $(\overline{X})$* on 1-4 Scale, with Scheffé's Differences	3.0921		3.5849 3,5,7[a]		3.5000 3,5,7[a]		2.9545		2.8182		2.9646		3.0426		2.7429	
% Would Use Teacher Aide*	2.36		5.33		1.89		2.31		0		.59		7.02		.96	

(Ranking: Perceived Importance 159; Relative Time Spent 161; Teacher Aide Use 196.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task G 100 - Conduct follow-up by school counselors.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.57		.60		.59		.61		.44		.56		.52		.54	
Average % Time Spent by All Members	.26		.22		.28		.32		.20		.24		.24		.25	
% of Members Performing	46.17		36.98		47.11		52.20		45.00		42.62		47.02		45.81	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	20	20	35	29	14	14	14	24	10	14	26	29	19	10	17	13
Certification Course	30	44	32	37	52	55	16	31	43	71	35	50	35	55	10	27
Inservice	10	16	6	11	5	14	19	18	5	10	3	6	6	10	21	40
On-The-Job	40	20	26	23	29	18	51	27	43	5	35	15	39	26	52	20
Level of Importance $(\overline{X})$ on 1-4 Scale	2.9248		2.7619		3.1538		2.9825		2.6667		2.9412		2.8000		2.8667	
% Would Use Teacher Aide	9.43		5.33		3.59		11.35		10.53		10.17		12.76		7.91	

(Ranking: Perceived Importance 176; Relative Time Spent 174; Teacher Aide Use 101.)

APPENDIX A (Continued)

Task G 096 - Conduct follow-up by mail.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.56		.53		.54		.56		.46		.57		.55		.59	
Average % Time Spent by All Members	.25		.10		.24		.20		.25		.29		.28		.37	
% of Members Performing	45.25		19.86		45.19		36.76		55.00		50.16		50.99		63.76	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	22	24	33	36	16	19	11	20	9	14	36	33	19	19	19	15
Certification Course	29	40	24	37	43	49	17	30	36	55	43	51	41	57	2	11
Inservice	11	15	3	3	3	8	14	18	9	18	8	8	11	11	26	47
On-The-Job	38	21	40	24	38	24	58	31	45	15	13	8	30	14	53	28
Level of Importance ($\bar{X}$) on 1-4 Scale	3.0158		2.7273		3.1250		3.0118		2.7368		3.0617		2.9474		3.1034	
% Would Use Teacher Aide *	20.23		4.14		12.67		15.97		23.58		26.98		29.56		26.62	

(Ranking: Perceived Importance 174; Relative Time Spent 176; Teacher Aide Use 56.)

* Significant at .05 level.

APPENDIX A (Continued)

Task G 119 - Visit with professional groups or union leaders concerning community needs.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.50		.51		.51		.52		.43		.49		.50		.46	
Average % Time Spent by All Members	.19		.11		.25		.20		.20		.16		.30		.18	
% of Members Performing	38.81		21.23		50.00		37.74		47.50		31.80		59.60		39.45	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	43	40	44	43	37	34	23	21	34	25	59	56	43	37	57	56
Certification Course	16	27	18	30	22	41	13	25	16	31	21	25	22	38	0	7
Inservice	6	9	5	6	5	7	14	15	6	16	2	5	2	3	7	16
On-The-Job	35	24	33	22	37	17	51	39	44	28	18	15	33	22	36	21
Level of Importance ($\overline{X}$) on 1-4 Scale	3.0146		3.0833		3.1667		2.9694		2.7647		3.0217		3.1707		2.9444	
% Would Use Teacher Aide	2.36		0		1.89		3.27		0		1.96		2.76		3.47	

(Ranking: Perceived Importance 182; Relative Time Spent 183; Teacher Aide Use 197.)

APPENDIX A (Continued)

Task G 115 - Visit with employer to introduce other school personnel.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.46		.46		.56		.51		.35		.42		.42		.47	
Average % Time Spent by All Members	.18		.12		.27		.21		.14		.14		.22		.19	
% of Members Performing	39.66		26.71		49.04		42.16		38.75		32.78		52.32		40.36	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	19	17	33	31	11	17	15	15	15	15	18	15	21	13	24	22
Certification Course	27	41	25	35	31	44	16	33	26	50	52	58	33	54	0	14
Inservice	11	16	4	6	3	8	16	24	12	12	7	6	6	6	21	41
On-The-Job	43	25	38	27	56	31	52	28	47	24	23	20	40	27	55	22
Level of Importance ($\overline{X}$)* on 1-4 Scale	2.8168		2.7857		3.2400		2.9468		2.3333		2.5435		2.6667		2.8571	
% Would Use Teacher Aide	1.57		2.76		0		2.89		0		.59		4.25		0	

(Ranking: Perceived Importance 183; Relative Time Spent 186; Teacher Aide Use 206.)

* Significant at .05 level.

APPENDIX A (Continued)

Task G 101 - Conduct occupational needs survey in community.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.54		.60		.57		.56		.44		.52		.49		.51	
Average % Time Spent by All Members	.18		.27		.21		.16		.18		.12		.19		.20	
% of Members Performing	33.36		45.20		36.54		28.68		42.50		23.28		38.41		39.91	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	43	38	43	45	26	21	25	25	27	23	72	64	28	20	36	25
Certification Course	19	30	21	23	32	42	12	22	23	50	17	24	30	51	0	14
Inservice	7	11	4	8	5	8	15	20	5	9	2	4	6	8	18	32
On-The-Job	31	21	32	25	37	29	47	33	45	18	9	7	36	22	46	29
Level of Importance ($\overline{X}$)* on 1-4 Scale	3.1701		3.4000		3.5000		3.1096		3.5000		3.1220		2.8214		3.1860	
% Would Use Teacher Aide	8.25		8.09		5.48		5.58		7.79		9.58		8.51		13.31	

(Ranking: Perceived Importance 184; Relative Time Spent 187; Teacher Aide Use 113.)

* Significant at .05 level.

APPENDIX A (Continued)

Task G 114 - Visit with Texas Employment Commission in placing students.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.48		.47		.49		.56		.42		.45		.44		.48	
Average % Time Spent by All Members	.14		.06		.28		.13		.08		.10		.16		.18	
% of Members Performing	27.97		13.01		57.69		23.04		20.00		22.95		36.42		37.15	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	21	21	32	28	12	16	11	15	19	6	33	29	22	21	26	31
Certification Course	23	34	24	40	32	44	16	29	38	63	41	43	22	36	0	6
Inservice	8	11	0	4	4	8	15	16	6	6	2	4	7	8	11	25
On-The-Job	48	34	44	28	52	32	57	40	38	25	24	24	47	36	63	39
Level of Importance ($\overline{X}$) on 1-4 Scale	2.7800		3.1250		2.8710		2.7931		2.8000		2.6857		2.6538		2.7838	
% Would Use Teacher Aide	1.77		1.38		5.48		2.31		0		.59		1.49		1.74	

(Ranking: Perceived Importance 193; Relative Time Spent 192: Teacher Aide Use 204.)

APPENDIX A (Continued)

Task G 099 - Conduct follow-up by using computer printouts.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.53		.62		.54		.56		.49		.50		.50		.56	
Average % Time Spent by All Members	.10		.04		.14		.08		.13		.09		.12		.14	
% of Members Performing	18.55		6.85		25.96		14.70		26.25		17.70		23.18		25.23	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	21	23	28	28	22	26	8	15	6	11	37	35	26	16	30	30
Certification Course	21	38	16	38	35	43	15	34	28	56	32	44	29	50	3	15
Inservice	10	15	3	3	0	17	18	18	11	17	0	5	13	16	9	27
On-The-Job	48	24	53	31	43	3	59	33	56	17	32	16	32	18	58	27
Level of Importance ($\overline{X}$) on 1-4 Scale	2.8696		2.7500		2.6000		3.0250		2.4000		2.8077		2.9412		2.9630	
% Would Use Teacher Aide	6.48		4.14		3.59		7.12		2.53		5.08		8.51		9.65	

(Ranking: Perceived Importance 202; Relative Time Spent 199; Teacher Aid Use 132.)

APPENDIX A (Continued)

Task D 058 - Teach lessons using discussions.

Items	Column Number/Program Area 0 All	 1 Ag	 2 CVAE	 3 DE	 4 Health	 5 Home Ec	 6 ICT	 7 VOE
Average % Time Spent by Members Performing	.85	.92	.90	.80	.82	.91	.86	.78
Average % Time Spent by All Members	.82	.88	.89	.77	.82	.89	.83	.76
% of Members Performing	97.16	95.20	99.04	96.57	100.00	97.70	96.02	97.70

When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	58	52	48	46	63	56	38	32	53	59	77	76	65	52	69	64
Certification Course	18	30	16	26	15	25	22	38	32	53	11	15	21	36	15	26
Inservice	4	6	3	4	4	10	7	12	0	3	4	3	3	4	1	1
On-The-Job	20	12	33	23	19	8	32	18	16	15	9	6	11	8	15	9

Items	0 All	1 Ag	2 CVAE	3 DE	4 Health	5 Home Ec	6 ICT	7 VOE
Level of Importance ($\overline{X}$) on 1-4 Scale	3.4443	3.3788	3.5926	3.4155	3.6000	3.4257	3.4762	3.4200
% Would Use Teacher Aide	10.02	13.42	9.08	13.28	5.26	6.4[illegible]	11.27	7.91

(Ranking: Perceived Importance 14; Relative Time Spent 6; Teacher Aide Use 97.)

APPENDIX A (Continued)

Task D 063 - Teach lessons using individual study guide workbooks.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.79		.89		.73		.70		.68		.87		.83		.80	
Average % Time Spent by All Members	.74		.81		.66		.65		.62		.85		.80		.71	
% of Members Performing	93.34		91.09		90.38		93.14		91.25		98.03		96.02		88.99	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	30	30	27	34	33	42	25	26	24	30	24	22	28	22	54	50
Certification Course	36	49	44	48	29	38	21	39	41	57	61	68	47	62	11	29
Inservice	10	11	6	5	4	9	20	19	5	8	6	5	5	7	11	13
On-The-Job	24	11	23	14	33	11	34	16	30	5	9	5	20	9	25	8
Level of Importance ($\bar{X}$) on 1-4 Scale	3.2419		3.2500		3.3125		3.1608		3.0333		3.3020		3.4063		3.2038	
% Would Use Teacher Aide*	16.89		22.89		10.97		22.13		5.26		12.90		22.54		12.35	

(Ranking: Perceived Importance 39; Relative Time Spent 20; Teacher Aide Use 64.)

* Significant at .05 level.

APPENDIX A (Continued)

Task D 057 - Teach lessons using demonstrations.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.73		.82		.71		.73		.79		.66		.68		.80	
Average % Time Spent by All Members	.66		.67		.65		.69		.78		.57		.57		.78	
% of Members Performing	91.00		81.50		91.34		94.60		98.75		86.88		84.77		97.70	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	54	49	44	46	54	44	33	28	53	39	78	75	66	51	62	58
Certification Course	20	34	19	26	10	34	23	42	34	55	15	19	25	38	16	29
Inservice	7	8	5	7	12	12	15	15	0	5	1	2	3	3	5	5
On-The-Job	19	10	32	21	24	10	29	14	16	5	6	4	4	8	17	8
Level of Importance ($\overline{X}$)* on 1-4 Scale, with Scheffé's Differences	3.3707		3.2787		3.2692		3.4216		3.6000 5[a]		3.1818		3.3103		3.5800 5[a]	
% Would Use Teacher Aide	13.55		12.23		5.48		17.90		7.79		12.12		14.04		14.08	

(Ranking: Perceived Importance 31; Relative Time Spent 43; Teacher Aide Use 77.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task D 054 - Teach lessons using lectures.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.71		.88		.72		.72		.69		.67		.74		.61	
Average % Time Spent by All Members	.66		.78		.69		.69		.69		.61		.68		.54	
% of Members Performing	92.56		88.36		95.19		95.34		100.00		90.82		92.05		88.99	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	60	54	51	56	65	58	38	33	49	38	84	79	72	61	67	60
Certification Course	16	28	19	25	14	23	17	36	28	49	8	13	20	34	14	26
Inservice	4	6	5	7	0	12	9	11	3	8	2	2	0	0	1	4
On-The-Job	20	11	25	12	21	7	36	20	21	5	6	6	8	5	18	10
Level of Importance ($\overline{X}$) * on 1-4 Scale, with Scheffé's Differences	2.9428		3.1212 5^a		2.9630		3.0049		2.9143		2.7410		3.1333 5^a		2.8526	
% Would Use Teacher Aide	7.66		8.09		7.19		10.39		2.53		5.08		11.27		5.40	

(Ranking: Perceived Importance 75; Relative Time Spent 46; Teacher Aide Use 123.)

* Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

D 064 - Teach lessons using filmstrips or slides.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.70		.74		.69		.69		.69		.79		.67		.59	
Average % Time Spent by All Members	.64		.60		.64		.65		.67		.76		.62		.51	
% of Members Performing	92.42		82.19		95.19		94.12		97.50		97.05		93.38		87.15	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	58	53	56	53	64	57	34	32	47	39	80	77	64	49	71	67
Certification Course	17	28	17	21	15	32	21	36	29	47	9	13	17	33	12	23
Inservice	6	9	3	9	2	4	13	16	3	8	3	4	4	7	3	5
On-The-Job	20	10	24	17	19	6	32	17	21	5	8	5	15	11	15	5
Level of Importance ($\overline{X}$)* on 1-4 Scale, with Scheffé's Differences	3.1478		3.1017		3.1458		3.1357		3.2353		3.2185		3.3220		2.9302 1[a]	
% Would Use Teacher Aide	20.42		18.94		14.56		24.44		13.26		19.94		24.03		17.75	

(Ranking: Perceived Importance 53; Relative Time Spent 49; Teacher Aide Use 55.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task D 052 - Teach lessons using resource persons (guest speakers) from the community.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.63		.66		.61		.62		.64		.72		.56		.56	
Average % Time Spent by All Members	.58		.52		.59		.56		.63		.70		.50		.54	
% of Members Performing	92.21		77.40		97.11		89.95		98.75		97.38		88.74		96.79	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	49	46	32	34	60	51	27	26	50	42	74	69	51	41	55	55
Certification Course	16	29	23	29	13	26	17	35	13	42	14	21	25	38	9	20
Inservice	7	9	9	11	4	13	13	15	5	11	1	1	6	7	5	11
On-The-Job	28	16	36	27	23	11	42	24	32	5	11	9	18	13	31	14
Level of Importance ($\bar{X}$)* on 1-4 Scale, with Scheffé's Differences	3.2259		2.9630		3.1132		3.2564		3.6857 1,2,6,7[a]		3.3067		3.1000		3.1579	
% Would Use Teacher Aide	9.82		9.47		10.97		11.35		7.79		7.63		12.76		8.87	

(Ranking: Perceived Importance 43; Relative Time Spent 68; Teacher Aide Use 98.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task D 061 - Teach lessons using overhead projector.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.64		.80		.65		.67		.62		.59		.66		.56	
Average % Time Spent by All Members	.55		.67		.60		.58		.57		.49		.56		.45	
% of Members Performing	85.69		84.24		93.27		87.25		91.25		83.60		85.43		81.19	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	58	53	55	58	63	54	35	32	42	39	80	78	72	54	68	67
Certification Course	18	29	18	23	13	19	24	40	36	53	10	15	15	33	13	22
Inservice	6	9	8	6	4	17	10	14	0	8	2	3	3	7	3	4
On-The-Job	19	9	19	13	21	10	30	14	22	0	7	4	10	6	16	7
Level of Importance ($\overline{X}$)* on 1-4 Scale	3.0303		3.0333		3.0833		3.1099		3.0938		2.8507		3.2222		2.9643	
% Would Use Teacher Aide	14.14		14.80		3.59		17.51		5.26		14.08		15.53		14.08	

(Ranking: Perceived Importance 89; Relative Time Spent 83; Teacher Aide Use 73.)

* Significant at .05 level.

APPENDIX A (Continued)

Task D 062 - Teach lessons using movie films.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.62		.64		.71		.62		.63		.63		.66		.51	
Average % Time Spent by All Members	.54		.48		.67		.54		.62		.56		.60		.42	
% of Members Performing	87.82		76.02		94.23		87.74		97.50		90.16		91.39		83.48	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	59	53	53	55	66	55	37	32	46	38	80	78	70	55	67	61
Certification Course	17	29	22	27	11	23	21	37	31	49	11	15	18	33	14	28
Inservice	5	8	2	4	2	9	11	16	3	8	3	4	3	8	4	4
On-The-Job	19	9	22	14	21	13	31	15	21	5	6	4	10	4	15	7
Level of Importance ($\overline{X}$) * on 1-4 Scale, with Scheffé's Differences	2.9934		2.8621		3.1600		3.0107		3.0882		2.9403		3.2542 7[a]		2.8072	
% Would Use Teacher Aide	21.01		17.56		16.45		22.71		21.05		17.99		26.80		22.96	

(Ranking: Perceived Importance 84; Relative Time Spent 89; Teacher Aide Use 53.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task D 056 - Teach lessons using job simulation.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.67		.68		.62		.67		.61		.65		.63		.78	
Average % Time Spent by All Members	.54		.35		.51		.58		.56		.52		.42		.65	
% of Members Performing	79.46		52.05		82.69		87.01		91.25		80.65		67.55		84.40	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	35	37	41	44	31	38	25	26	35	32	50	50	47	39	25	33
Certification Course	26	38	20	22	29	38	27	42	35	51	32	38	37	49	4	24
Inservice	12	14	7	10	7	10	16	19	3	8	4	4	4	6	32	33
On-The-Job	27	11	32	24	33	14	32	12	21	5	15	8	12	6	39	9
Level of Importance ($\overline{X}$) on 1-4 Scale	3.2755		3.2162		3.0698		3.2926		3.3871		3.2362		3.1837		3.4405	
% Would Use Teacher Aide	10.21		9.47		9.08		14.24		7.79		5.08		12.76		10.61	

(Ranking: Perceived Importance 99; Relative Time Spent 90; Teacher Aide Use 92.)

APPENDIX A (Continued)

Task D 051 - Teach lessons using currently enrolled students.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.64		.66		.67		.65		.58		.67		.56		.62	
Average % Time Spent by All Members	.52		.42		.55		.52		.55		.68		.48		.50	
% of Members Performing	81.16		63.01		81.73		79.41		93.75		87.54		84.10		80.73	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	41	39	45	45	49	51	23	20	16	24	59	61	45	32	46	47
Certification Course	16	27	9	12	19	19	18	34	19	43	14	20	23	42	8	17
Inservice	4	10	0	4	0	11	9	18	0	8	4	6	4	4	3	11
On-The-Job	39	24	47	39	32	19	49	28	65	24	23	14	28	22	42	25
Level of Importance ($\overline{X}$) on 1-4 Scale	3.1232		3.0000		3.2766		3.0904		3.3871		3.1654		3.0536		3.0380	
% Would Use Teacher Aide	6.48		6.71		5.48		7.51		0		4.50		12.76		6.17	

(Ranking: Perceived Importance 94; Relative Time Spent 94; Teacher Aide Use 129.)

APPENDIX A (Continued)

Task D 055 - Teach lessons using role-playing class sessions.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.62		.57		.62		.68		.56		.63		.58		.55	
Average % Time Spent by All Members	.48		.17		.53		.59		.49		.53		.41		.46	
% of Members Performing	78.12		29.45		88.58		87.01		87.50		84.59		70.86		83.02	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	50	45	44	38	53	47	30	26	44	38	71	69	58	45	57	55
Certification Course	23	36	22	31	18	36	27	45	32	50	19	21	29	40	16	29
Inservice	9	10	11	8	11	11	12	15	9	9	4	5	5	11	9	8
On-The-Job	18	9	22	23	18	7	31	13	15	3	6	5	7	4	18	8
Level of Importance ($\overline{X}$) on 1-4 Scale	3.0904		2.9000		3.0222		3.2139		3.0606		3.0538		3.0426		2.9875	
% Would Use Teacher Aide	10.21		1.38		9.08		15.97		7.79		5.08		9.78		13.31	

(Ranking: Perceived Importance 112; Relative Time Spent 106; Teacher Aide Use 93.)

APPENDIX A (Continued)

Task D 049 - Teach lessons using field trips.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.62		.75		.62		.61		.55		.63		.57		.57	
Average % Time Spent by All Members	.47		.58		.43		.45		.49		.52		.36		.44	
% of Members Performing	76.06		77.40		69.23		73.77		90.00		81.96		63.58		77.98	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	47	45	43	47	59	62	25	23	17	25	71	69	51	36	58	52
Certification Course	14	25	22	19	14	19	15	35	22	44	10	15	18	33	6	19
Inservice	5	9	0	6	5	5	8	17	0	3	4	4	7	9	3	9
On-The-Job	35	21	35	28	22	14	52	25	61	28	6	12	24	22	32	23
Level of Importance ($\overline{X}$) on 1-4 Scale	3.2367		3.3208		3.3429		3.2152		3.4194		3.2720		3.2449		3.0390	
% Would Use Teacher Aide	8.05		10.85		5.48		8.47		5.26		6.45		12.76		7.14	

(Ranking: PerceivedImportance 105; Relative Time Spent 114; Teacher Aide Use 116.)

APPENDIX A (Continued)

Task D 048 - Teach lessons in preparation for field trips.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.61		.73		.60		.59		.56		.63		.56		.57	
Average % Time Spent by All Members	.46		.55		.43		.43		.52		.51		.36		.45	
% of Members Performing	76.06		75.34		72.11		73.04		92.50		80.98		64.90		78.90	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	48	43	47	42	54	51	27	22	19	25	69	70	51	37	59	50
Certification Course	14	26	16	21	14	29	14	33	22	39	11	16	24	33	6	19
Inservice	6	11	4	12	9	3	11	21	3	11	4	4	2	8	3	9
On-The-Job	32	20	33	25	23	17	48	24	56	25	15	10	22	22	32	23
Level of Importance ($\overline{X}$) on 1-4 Scale	3.1973		3.1509		3.2821		3.1835		3.2813		3.2541		3.2609		3.0519	
% Would Use Teacher Aide	9.23		12.31		12.67		10.78		7.79		5.08		9.78		7.91	

(Ranking: Perceived Importance 109; Relative Time Spent 116; Teacher Aide Use 103.)

APPENDIX A (Continued)

Task D 059 - Teach lessons using audiotapes.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.60		.60		.68		.62		.58		.58		.58		.57	
Average % Time Spent by All Members	.40		.17		.54		.46		.51		.38		.42		.35	
% of Members Performing	67.00		28.76		73.84		74.51		87.50		66.56		74.17		61.01	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	53	48	38	46	59	54	31	27	46	38	78	76	58	45	66	58
Certification Course	20	35	13	25	12	29	27	47	38	57	8	15	24	40	18	28
Inservice	6	9	4	8	2	5	10	13	0	3	6	6	5	9	6	10
On-The-Job	21	9	46	21	27	12	32	13	16	3	8	3	13	5	10	4
Level of Importance ($\overline{X}$) on 1-4 Scale	2.9363		2.8333		3.0750		2.9709		2.9655		2.8624		2.9815		2.8615	
% Would Use Teacher Aide*	13.94		1.38		9.08		19.25		10.53		14.66		19.78		10.61	

(Ranking: Perceived Importance 147; Relative Time Spent 136; Teacher Aide Use 75.)

* Significant at .05 level.

APPENDIX A (Continued)

Task D 050 - Teach lessons using former students.

	Column Number/Program Area							
Items	0 All	1 Ag	2 CVAE	3 DE	4 Health	5 Home Ec	6 ICT	7 VOE
Average % Time Spent by Members Performing	.53	.63	.53	.56	.44	.52	.47	.52
Average % Time Spent by All Members	.32	.32	.35	.33	.32	.34	.30	.30
% of Members Performing	60.90	50.68	66.34	58.82	71.25	64.26	65.56	57.34

When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	43	41	50	50	63	47	25	23	19	22	66	66	38	34	40	39
Certification Course	13	24	14	19	10	17	14	26	7	41	12	18	24	36	6	14
Inservice	5	10	0	2	3	13	7	15	4	11	4	6	4	8	9	12
On-The-Job	39	26	36	29	23	23	53	36	70	26	16	12	34	22	45	35

Items	0 All	1 Ag	2 CVAE	3 DE	4 Health	5 Home Ec	6 ICT	7 VOE
Level of Importance ($\overline{X}$) on 1-4 Scale	2.9880	3.0323	2.9744	2.9603	3.0800	3.0000	3.0217	2.9483
% Would Use Teacher Aide	4.12	6.71	0	4.23	0	3.13	5.53	5.40

(Ranking: Perceived Importance 153; Relative Time Spent 158; Teacher Aide Use 164.)

APPENDIX A (Continued)

Task D 060 - Teach lessons using videotapes.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.58		.68		.63		.60		.56		.56		.54		.52	
Average % Time Spent by All Members	.24		.12		.31		.28		.37		.23		.25		.20	
% of Members Performing	42.70		18.49		40.04		47.30		66.25		40.32		47.02		38.99	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	47	47	53	53	33	42	27	29	40	40	75	79	52	43	58	52
Certification Course	22	35	24	29	17	33	28	47	33	50	8	11	26	38	19	32
Inservice	8	10	12	0	17	17	6	9	0	10	9	9	10	14	6	10
On-The-Job	23	8	12	18	33	8	40	15	27	0	8	0	12	5	16	6
Level of Importance ($\overline{X}$) on 1-4 Scale	2.9743		2.7857		3.0000		3.1019		3.0000		2.8971		2.9655		2.8261	
% Would Use Teacher Aide	7.86		2.76		7.19		10.78		7.79		8.99		7.02		5.40	

(Ranking: Perceived Importance 179; Relative Time Spent 178; Teacher Aide Use 122.)

APPENDIX A (Continued)

Task D 053 - Use team-teaching techniques in conjunction with other teachers.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.53		.59		.59		.56		.46		.53		.44		.48	
Average % Time Spent by All Members	.22		.16		.34		.20		.24		.28		.16		.16	
% of Members Performing	41.36		28.08		58.65		37.01		51.24		52.46		37.75		33.48	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	53	49	52	52	52	36	33	38	41	36	73	66	68	58	32	35
Certification Course	11	27	20	32	8	40	12	32	9	23	7	17	13	26	18	26
Inservice	8	10	4	4	8	8	13	13	5	18	6	7	0	3	23	22
On-The-Job	28	14	24	12	32	16	42	17	45	23	14	10	19	13	27	17
Level of Importance ($\overline{X}$) on 1-4 Scale	2.8903		2.9444		2.8788		3.0323		3.1176		2.8353		2.7391		2.6585	
% Would Use Teacher Aide	4.52		2.76		3.59		5.58		2.53		3.91		5.53		5.40	

(Ranking: Perceived Importance 181; Relative Time Spent 180; Teacher Aide Use 155.)

APPENDIX A (Continued)

Task A 002 Assist students in locating acceptable training stations.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.95		.89		1.02		.87		.94		1.00		.97		.99	
Average % Time Spent by All Members	.93		.86		1.02		.85		.95		.98		.96		.97	
% of Members Performing	98.02		96.57		100.00		97.55		98.75		98.03		98.67		98.16	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	16	28	23	28	15	21	14	29	7	34	13	17	25	41	13	31
Certification Course	27	40	36	54	34	53	15	25	20	44	52	60	30	39	6	22
Inservice	16	16	9	4	2	6	25	24	15	10	11	12	5	5	26	30
On-The-Job	42	16	32	13	49	19	46	21	59	12	25	11	40	14	56	17
Level of Importance ($\overline{X}$) * on 1-4 Scale, with Scheffé's Differences	3.8006		3.5970 4,7[a]		3.9434 3[a]		3.6857 2,7[a]		3.9706 1[a]		3.8344		3.8696		3.9417 1,3[a]	
% Would Use Teacher Aide	4.52		6.71		0		5.58		0		3.13		7.02		5.40	

(Ranking: Perceived Importance 1; Relative Time Spent 1; Teacher Aide Use 152.)

* Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task A 013 - Interview prospective students.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.85		.92		.84		.86		.77		.89		.86		.79	
Average % Time Spent by All Members	.82		.86		.83		.82		.75		.86		.83		.76	
% of Members Performing	96.17		93.15		98.08		95.83		97.50		96.72		97.35		95.87	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	22	24	32	32	22	26	18	21	18	34	20	19	27	25	21	26
Certification Course	27	42	29	38	30	46	15	32	29	45	46	59	38	57	4	18
Inservice	12	15	5	5	4	7	16	17	11	11	11	11	6	6	20	38
On-The-Job	40	20	34	25	43	22	51	30	42	11	23	11	29	12	55	18
Level of Importance ($\overline{X}$) on 1-4 Scale	3.7669		3.6923		3.7963		3.7115		3.8649		3.7987		3.8286		3.7879	
% Would Use Teacher Aide	3.53		2.76		0		5.58		0		1.37		5.53		4.44	

(Ranking: Perceived Importance 5; Relative Time Spent 7; Teacher Aide Use 172.)

APPENDIX A (Continued)

Task A 015 - Make arrangements with employer for employment interview with the student.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.82		.79		.85		.81		.74		.84		.81		.87	
Average % Time Spent by All Members	.80		.72		.84		.78		.74		.83		.79		.86	
% of Members Performing	97.10		91.78		99.04		96.08		100.00		98.36		98.01		98.16	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	17	21	13	13	16	19	18	22	22	35	11	16	27	27	17	26
Certification Course	31	42	41	51	39	50	19	34	17	47	60	64	29	43	3	12
Inservice	13	15	8	14	2	6	17	17	13	7	10	7	8	8	21	40
On-The-Job	39	21	38	22	43	25	46	27	47	10	19	12	36	22	58	23
Level of Importance ($\overline{X}$) * on 1-4 Scale, with Scheffé's Differences	3.6549		3.5441		3.6852		3.5373 7[a]		3.7838		3.6711		3.7246		3.8300	
% Would Use Teacher Aide *	6.87		14.80		7.19		6.16		5.26		3.91		12.76		4.44	

(Ranking: Perceived Importance 9; Relative Time Spent 11; Teacher Aide Use 125.)

[*] Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task A 007 - Evaluate applications of prospective students (to enter the program).

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.79		.80		.73		.80		.70		.85		.78		.76	
Average % Time Spent by All Members	.75		.64		.71		.76		.70		.80		.78		.74	
% of Members Performing	94.33		80.14		97.11		94.85		100.00		94.10		99.34		96.33	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	15	22	17	22	13	20	11	22	13	20	13	18	21	27	20	28
Certification Course	27	44	40	50	33	59	15	32	32	50	49	61	33	51	3	20
Inservice	13	19	8	7	2	7	20	24	13	25	10	12	6	9	19	40
On-The-Job	45	15	36	20	52	15	55	22	42	5	28	9	40	13	57	11
Level of Importance ($\overline{X}$)* on 1-4 Scale	3.6376		3.4182		3.6226		3.5990		3.7500		3.6577		3.7391		3.7030	
% Would Use Teacher Aide	5.50		6.71		3.59		5.20		0		5.08		12.76		4.44	

(Ranking: Perceived Importance 11; Relative Time Spent 15; Teacher Aide Use 139.)

* Significant at .05 level.

APPENDIX A (Continued)

Task A 003 - Assist students in knowing how to fill out employment application forms.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.77		.76		.86		.78		.66		.78		.76		.76	
Average % Time Spent by All Members	.74		.68		.85		.74		.66		.76		.75		.74	
% of Members Performing	96.53		90.41		99.04		95.59		100.00		96.39		99.34		98.16	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	49	48	23	28	40	40	44	45	66	59	42	39	53	52	77	74
Certification Course	17	31	36	54	13	35	12	26	2	27	29	42	19	31	4	9
Inservice	7	10	9	4	6	8	10	16	2	10	6	9	3	5	8	12
On-The-Job	27	11	32	13	42	17	33	13	29	5	23	11	25	12	11	4
Level of Importance ($\overline{X}$)* on 1-4 Scale	3.5958		3.3729		3.7547		3.5343		3.7222		3.6267		3.5441		3.7087	
% Would Use Teacher Aide	28.87		29.79		32.71		31.18		23.58		23.66		33.82		28.36	

(Ranking: Perceived Importance 10; Relative Time Spent 17; Teacher Aide Use 31.)

* Significant at .05 level.

APPENDIX A (Continued)

Task A 008 - Evaluate permanent records of prospective students.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.69		.70		.61		.72		.61		.72		.66		.70	
Average % Time Spent by All Members	.60		.46		.55		.61		.72		.61		.59		.66	
% of Members Performing	86.19		66.44		90.38		86.27		91.25		85.90		89.40		93.58	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	25	29	29	24	33	22	16	28	8	17	25	29	30	34	38	42
Certification Course	19	38	20	47	16	53	14	28	17	53	31	43	33	45	3	22
Inservice	10	15	7	4	0	7	14	18	11	17	11	13	6	12	10	27
On-The-Job	46	18	44	24	51	18	56	27	64	14	33	15	30	9	48	9
Level of Importance ($\overline{X}$)* on 1-4 Scale, with Scheffé's Differences	3.3525		3.2045		3.2766 7[a]		3.3684		3.3636		3.2993		3.3281		3.5158	
% Would Use Teacher Aide*	10.80		8.09		5.48		12.32		2.53		7.04		24.03		11.58	

(Ranking: Perceived Importance 57; Relative Time Spent 62; Teacher Aide Use 88.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task A 011 - Interview counselors and former teachers of prospective students.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.67		.72		.63		.69		.56		.69		.64		.65	
Average % Time Spent by All Members	.60		.54		.59		.62		.53		.61		.57		.62	
% of Members Performing	89.16		74.66		93.27		89.21		95.00		89.18		90.06		94.04	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	23	27	24	29	32	25	14	20	22	22	27	28	31	31	25	33
Certification Course	20	34	30	36	23	34	16	27	22	51	32	48	24	39	0	14
Inservice	11	14	6	7	5	9	16	19	11	16	10	10	8	7	13	24
On-The-Job	45	25	41	27	41	32	54	33	46	11	31	14	37	23	61	29
Level of Importance ($\overline{X}$) on 1-4 Scale	3.1315		3.0408		3.0784		3.0821		2.9143		3.2394		3.1429		3.2188	
% Would Use Teacher Aide*	6.87		9.47		1.89		10.39		2.53		2.54		11.27		5.40	

(Ranking: Perceived Importance 69; Relative Time Spent 60; Teacher Aide Use 126.)

* Significant at .05 level.

APPENDIX A (Continued)

Task A 014 - Interview school administration personnel concerning prospective students (e.g. checking attendance, discipline records, etc.).

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.66		.66		.66		.67		.59		.68		.65		.62	
Average % Time Spent by All Members	.57		.51		.60		.58		.54		.59		.57		.56	
% of Members Performing	87.04		76.71		91.34		86.52		91.25		87.21		88.08		90.36	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	24	30	29	32	38	33	12	24	14	25	27	28	23	27	17	26
Certification Course	23	35	28	36	20	33	15	27	22	50	40	48	36	43	3	12
Inservice	9	13	3	7	2	11	15	17	14	8	6	8	4	10	21	40
On-The-Job	44	22	40	25	40	22	58	32	50	17	28	16	37	20	58	23
Level of Importance ($\overline{X}$) on 1-4 Scale	3.2241		3.1800		3.1569		3.1530		3.3235		3.2932		3.1639		3.3263	
% Would Use Teacher Aide	10.60		4.14		9.08		11.35		13.26		7.04		16.80		14.08	

(Ranking: Perceived Importance 65; Relative Time Spent 77; Teacher Aide Use 90.)

APPENDIX A (Continued)

Task A 009 - Evaluate references of prospective students.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.68		.70		.59		.69		.60		.72		.62		.68	
Average % Time Spent by All Members	.54		.42		.48		.56		.51		.62		.52		.57	
% of Members Performing	80.52		59.59		80.77		80.39		85.00		85.57		83.44		83.94	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	23	26	25	25	29	20	17	25	19	25	19	21	35	37	29	33
Certification Course	21	37	23	43	22	49	17	29	22	50	34	50	27	38	1	17
Inservice	10	15	11	7	0	10	10	17	6	9	12	12	8	12	11	27
On-The-Job	46	22	41	25	49	22	56	29	53	16	35	17	30	13	59	26
Level of Importance ($\overline{X}$)* on 1-4 Scale	3.2944		3.0000		2.9524		3.3128		3.2059		3.3650		3.2414		3.5057	
% Would Use Teacher Aide	8.84		5.26		5.48		10.78		5.26		6.45		15.53		6.17	

(Ranking: Perceived Importance 82; Relative Time Spent 87; Teacher Aide Use 107.)

* Significant at .05 level.

APPENDIX A (Continued)

Task A 010 - Inform interested persons of outcome of application (to enter the program).

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.62		.66		.61		.67		.52		.62		.57		.60	
Average % Time Spent by All Members	.50		.38		.52		.52		.49		.52		.51		.50	
% of Members Performing	80.52		58.22		85.58		77.94		95.00		82.62		89.40		83.48	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	20	26	16	18	20	25	15	22	16	30	17	21	37	41	20	31
Certification Course	19	34	27	39	17	35	14	26	14	43	37	49	18	33	1	16
Inservice	9	14	5	11	5	7	13	16	5	14	10	11	4	8	11	25
On-The-Job	52	27	52	32	57	32	57	35	65	14	36	20	40	18	68	28
Level of Importance ($\overline{X}$) on 1-4 Scale	3.1267		2.9756		3.0833		3.1765		3.1667		3.1527		2.8906		3.2442	
% Would Use Teacher Aide*	16.89		14.80		14.56		17.90		13.26		10.95		31.05		18.52	

(Ranking: Perceived Importance 96; Relative Time Spent 100; Teacher Aide Use 66).

* Significant at .05 level.

APPENDIX A (Continued)

Task A 016 - Notify students who are not accepted into the program.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.58		.61		.58		.66		.54		.53		.56		.55	
Average % Time Spent by All Members	.48		.47		.47		.53		.39		.45		.48		.47	
% of Members Performing	82.01		77.40		81.73		80.64		72.50		84.59		86.75		84.40	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	18	23	27	29	17	21	13	19	22	25	14	21	24	28	21	26
Certification Course	23	35	21	29	38	44	16	28	13	47	45	53	24	42	5	13
Inservice	11	15	2	4	7	13	20	20	9	9	6	10	6	5	13	34
On-The-Job	48	27	50	39	38	23	51	33	56	19	35	16	45	25	61	27
Level of Importance ($\overline{X}$) on 1-4 Scale	3.2443		3.1200		3.1087		3.2073		3.5200		3.2667		3.2344		3.3529	
% Would Use Teacher Aide*	18.46		24.27		14.56		18.86		10.53		14.66		32.33		15.05	

(Ranking: Perceived Importance 81; Relative Time Spent 108; Teacher Aide Use 58.)

* Significant at .05 level.

APPENDIX A (Continued)

Task A 006 - Conduct student orientation meeting prior to the first day of class.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.63		.73		.56		.66		.54		.66		.56		.61	
Average % Time Spent by All Members	.46		.44		.45		.47		.37		.50		.44		.43	
% of Members Performing	72.66		60.96		80.77		71.57		68.75		76.72		78.14		70.64	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	13	21	14	24	13	22	9	23	7	22	8	13	28	32	16	20
Certification Course	28	41	24	45	40	52	16	27	33	37	52	63	30	51	2	14
Inservice	17	25	12	10	7	13	26	30	7	37	14	17	3	8	25	55
On-The-Job	43	13	49	20	40	13	49	20	52	4	25	8	38	8	58	11
Level of Importance ($\overline{X}$) on 1-4 Scale	3.3225		3.4324		3.2857		3.2739		3.6071		3.3554		3.1207		3.3827	
% Would Use Teacher Aide	5.89		4.14		7.19		5.58		2.53		2.54		12.76		8.87	

(Ranking: Perceived Importance 113; Relative Time Spent 119; Teacher Aide Use 136.)

APPENDIX A (Continued)

Task A 005 - Assist students in obtaining social security number.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.45		.60		.42		.50		.37		.41		.38		.42	
Average % Time Spent by All Members	.37		.50		.40		.38		.32		.36		.32		.33	
% of Members Performing	82.15		84.93		94.23		75.24		87.50		86.23		84.10		78.44	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	51	51	34	41	36	34	45	47	64	61	47	47	58	54	81	76
Certification Course	15	26	28	48	19	43	8	19	6	24	26	33	11	21	0	1
Inservice	5	10	10	3	2	6	6	14	3	6	4	9	8	13	4	15
On-The-Job	29	13	28	8	43	17	41	21	27	9	23	12	23	11	15	7
Level of Importance ($\overline{X}$)* on 1-4 Scale, with Scheffé's Differences	3.0470		3.1071		3.1677		2.9632		3.0303		3.1860 6^a		2.6825		3.1687	
% Would Use Teacher Aide	39.28		33.74		40.09		37.72		44.63		35.97		49.34		78.44	

(Ranking: Perceived Importance 100; Relative Time Spent 147; Teacher Aide Use 20.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task A 012 - Interview parents of prospective students.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.53		.71		.57		.46		.46		.56		.50		.43	
Average % Time Spent by All Members	.28		.46		.48		.17		.26		.35		.31		.16	
% of Members Performing	52.62		65.07		83.65		37.25		57.50		61.64		62.25		37.15	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	25	27	35	29	22	22	15	25	25	21	30	32	27	27	19	29
Certification Course	24	38	24	33	25	35	14	28	21	46	33	44	37	49	0	26
Inservice	10	14	4	8	5	15	13	20	8	17	12	15	10	8	16	19
On-The-Job	41	20	37	31	47	27	58	27	46	17	25	9	27	16	65	26
Level of Importance ($\overline{X}$)* on 1-4 Scale	2.9483		3.1628		3.1915		2.7692		3.0476		3.1089		2.7500		2.6000	
% Would Use Teacher Aide*	2.95		5.33		0		3.27		0		.59		8.51		2.70	

(Ranking: Perceived Importance 165; Relative Time Spent 171; Teacher Aide Use 186.)

* Significant at .05 level.

APPENDIX A (Continued)

Task A 004 - Assist students in obtaining preemployment physical examinations (e.g. health card, blood test, physical, x-rays).

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.44		.52		.47		.44		.42		.46		.40		.37	
Average % Time Spent by All Members	.21		.13		.37		.13		.30		.36		.17		.12	
% of Members Performing	47.94		25.34		79.80		29.90		71.25		77.38		44.37		34.40	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	36	42	23	26	28	28	29	29	53	66	32	40	44	60	47	56
Certification Course	13	26	27	52	5	36	14	27	3	9	24	36	3	9	0	3
Inservice	6	10	14	9	3	8	9	20	3	6	3	8	6	6	10	13
On-The-Job	45	21	36	13	64	28	48	24	41	19	41	16	47	26	42	28
Level of Importance ($\overline{X}$) * on 1-4 Scale, with Scheffé's Differences	2.7281		2.7222		2.8250		2.4286		2.9231		2.9402 3[a]		2.5161		2.6061	
% Would Use Teacher Aide*	19.83		10.85		25.53		18.48		10.53		28.15		26.80		34.40	

(Ranking: Perceived Importance 177; Relative Time Spent 181; Teacher Aide Use 57.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task A 001 - Administer preemployment tests to prospective students.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.50		.54		.47		.51		.40		.52		.47		.53	
Average % Time Spent by All Members	.14		.11		.20		.15		.07		.11		.14		.20	
% of Members Performing	28.04		20.54		42.30		29.16		17.50		20.98		29.14		37.15	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	28	36	20	31	40	28	16	32	11	22	21	31	38	57	41	46
Certification Course	21	38	47	56	20	56	5	26	22	78	45	55	29	29	6	17
Inservice	8	15	0	6	0	8	16	23	11	0	7	7	0	14	12	26
On-The-Job	44	10	33	6	40	8	64	19	56	0	28	7	33	0	41	11
Level of Importance ($\overline{X}$) on 1-4 Scale	2.8828		3.0000		2.7727		2.8025		2.8889		2.8889		2.9600		3.0000	
% Would Use Teacher Aide	15.91		9.47		18.15		18.48		7.79		10.95		24.03		18.52	

(Ranking: Perceived Importance 190; Relative Time Spent 191; Teacher Aide Use 70.)

APPENDIX A (Continued)

Task E 066 - Analyze students' work attitudes.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.82		.82		.84		.78		.75		.89		.78		.84	
Average % Time Spent by All Members	.79		.74		.84		.72		.75		.87		.76		.83	
% of Members Performing	95.89		90.41		99.04		92.89		100.00		98.03		96.69		98.62	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	21	23	28	27	17	19	19	25	26	26	14	14	36	28	15	26
Certification Course	25	39	28	37	35	50	14	32	21	36	45	55	28	45	4	15
Inservice	7	12	3	9	8	8	10	14	5	13	5	7	5	8	8	22
On-The-Job	48	27	41	25	40	23	57	30	49	26	36	23	31	19	73	36
Level of Importance $(\overline{X})$* on 1-4 Scale, with Scheffé's Differences	3.7263		3.5938		2.7358		3.6650		3.9143		3.7133		3.7231		3.8878 1,3[a]	
% Would Use Teacher Aide	4.32		6.71		5.48		4.23		0		1.96		9.78		3.47	

(Ranking: Perceived Importance 8; Relative Time Spent 12; Teacher Aide Use 157.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task E 069 - Grade workbook (study guide) assignments.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.77		.83		.74		.72		.74		.80		.79		.80	
Average % Time Spent by All Members	.72		.74		.67		.66		.70		.76		.78		.73	
% of Members Performing	92.56		89.72		90.38		90.93		95.00		94.10		98.01		91.74	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	36	35	35	30	64	61	26	27	21	24	23	23	43	38	65	63
Certification Course	24	35	29	33	11	23	16	32	16	39	45	52	30	41	5	14
Inservice	5	8	5	10	5	7	8	10	11	16	5	6	1	3	3	5
On-The-Job	35	22	32	27	20	9	50	30	53	21	27	20	25	18	28	18
Level of Importance ($\overline{X}$) on 1-4 Scale	3.2165		3.0794		3.3061		3.2165		3.1765		3.1793		3.3030		3.2747	
% Would Use Teacher Aide *	41.63		33.74		32.71		40.03		23.58		47.51		54.87		43.41	

(Ranking: Perceived Importance 42; Relative Time Spent 26; Teacher Aide Use 16.)

* Significant at .05 level.

APPENDIX A (Continued)

Task E 065 - Analyze progress reports from employers.

Items	Column Number/Program Area 0 All	 1 Ag	 2 CVAE	 3 DE	 4 Health	 5 Home Ec	 6 ICT	 7 VOE
Average % Time Spent by Members Performing	.76	.73	.76	.74	.67	.82	.73	.77
Average % Time Spent by All Members	.71	.61	.74	.69	.65	.80	.70	.74
% of Members Performing	94.12	82.88	97.11	92.64	97.50	97.38	95.36	96.33

When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	12	13	19	19	13	17	11	15	5	18	9	8	21	15	10	8
Certification Course	33	52	37	51	41	59	18	40	26	54	64	74	45	64	2	23
Inservice	8	15	2	5	7	9	16	18	5	13	5	6	0	5	12	40
On-The-Job	46	20	42	25	39	15	56	26	64	15	22	12	34	15	76	29

Level of Importance ($\overline{X}$) on 1-4 Scale	3.5914	3.3667	3.4182	3.5521	3.7647	3.6846	3.5385	3.7396
% Would Use Teacher Aide	6.09	12.23	10.97	5.58	2.53	3.13	11.27	2.70

(Ranking: Perceived Importance 13; Relative Time Spent 27; Teacher Aide Use 134.)

APPENDIX A (Continued)

Task E 074 - Grade written tests

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.73		.76		.72		.75		.70		.72		.71		.74	
Average % Time Spent by All Members	.71		.71		.70		.74		.70		.69		.69		.72	
% of Members Performing	97.38		93.83		98.08		98.04		100.00		96.39		98.01		98.16	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	50	46	47	47	50	47	32	33	41	44	69	64	61	38	59	55
Certification Course	19	33	16	27	33	37	14	33	33	49	16	23	29	50	16	28
Inservice	4	7	0	2	7	10	9	12	0	3	4	4	0	5	2	6
On-The-Job	27	14	37	24	10	7	45	21	26	5	11	9	10	7	23	11
Level of Importance ($\overline{X}$) on 1-4 Scale	3.2222		3.1231		3.1961		3.2426		3.2353		3.1554		3.2687		3.3232	
% Would Use Teacher Aide *	52.63		49.94		32.71		52.92		39.58		59.04		59.12		55.75	

(Ranking: Perceived Importance 25; Relative Time Spent 28; Teacher Aide Use 9.)

* Significant at .05 level.

APPENDIX A (Continued)

Task E 072 - Prepare written tests.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.72		.72		.72		.74		.70		.72		.72		.74	
Average % Time Spent by All Members	.70		.64		.71		.72		.69		.68		.70		.72	
% of Members Performing	96.32		89.72		99.04		97.55		98.75		95.08		97.35		97.24	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	57	53	50	47	65	60	40	36	36	38	77	74	67	56	64	63
Certification Course	17	29	23	26	17	25	15	36	36	54	12	18	19	33	14	23
Inservice	2	4	0	8	2	8	5	7	0	3	1	1	1	1	1	4
On-The-Job	24	13	27	20	17	6	40	22	28	5	10	7	13	9	20	11
Level of Importance ($\overline{X}$) on 1-4 Scale	3.1542		3.0769		3.2037		3.1429		3.2000		3.0270		3.3182		3.2680	
% Would Use Teacher Aide	23.96		28.41		27.23		25.02		7.79		24.44		32.33		16.78	

(Ranking: Perceived Importance 37; Relative Time Spent 31; Teacher Aide Use 43.)

APPENDIX A (Continued)

Task E 071 - Observe students' performance on the job for grading purposes.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.78		.81		.87		.74		.66		.80		.75		.81	
Average % Time Spent by All Members	.69		.69		.81		.65		.52		.72		.65		.76	
% of Members Performing	88.60		85.62		93.27		87.25		80.00		89.84		86.75		93.58	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	18	21	27	23	20	22	16	22	20	17	12	15	32	31	15	19
Certification Course	25	37	22	36	31	40	15	26	23	49	45	58	35	41	2	19
Inservice	7	11	8	5	7	11	10	13	0	9	5	5	1	4	9	24
On-The-Job	50	31	43	36	42	27	58	39	57	26	38	22	31	24	74	39
Level of Importance ($\overline{X}$) on 1-4 Scale	3.5229		3.4839		3.6078		3.4974		3.4231		3.5414		3.5357		3.5484	
% Would Use Teacher Aide*	4.52		1.38		5.48		5.58		0		1.96		11.27		4.44	

(Ranking: Perceived Importance 26; Relative Time Spent 36; Teacher Aide Use 153.)
* Significant at .05 level.

APPENDIX A (Continued)

Task E 073 - Administer written tests.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.70		.73		.69		.74		.65		.68		.68		.71	
Average % Time Spent by All Members	.68		.67		.68		.72		.65		.66		.66		.70	
% of Members Performing	97.24		92.46		98.08		97.55		100.00		97.05		98.01		98.16	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	58	53	50	47	65	65	41	36	44	41	79	74	69	53	64	61
Certification Course	15	28	22	25	17	23	14	35	26	49	11	17	15	32	14	24
Inservice	2	4	1	6	4	6	5	7	0	3	1	1	1	1	1	2
On-The-Job	24	15	26	22	15	6	41	23	31	8	10	7	15	13	20	12
Level of Importance ($\overline{X}$) on 1-4 Scale	3.1181		3.0156		3.0943		3.1182		3.1143		3.0201		3.2273		3.2727	
% Would Use Teacher Aide	41.44		35.12		34.60		46.77		23.58		41.06		45.09		43.41	

(Ranking: Perceived Importance 38; Relative Time Spent 37; Teacher Aide Use 17.)

APPENDIX A (Continued)

Task E 067 - Analyze students' self-evaluation.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.72		.76		.76		.68		.65		.80		.64		.70	
Average % Time Spent by All Members	.58		.47		.47		.50		.55		.74		.51		.57	
% of Members Performing	81.09		61.64		97.11		73.77		85.00		93.44		80.79		81.65	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	26	28	38	35	28	36	19	24	23	26	27	28	34	30	27	28
Certification Course	23	36	27	38	28	36	15	31	19	32	36	44	30	50	6	18
Inservice	7	12	7	13	9	9	11	16	6	23	6	8	3	3	6	21
On-The-Job	43	23	27	15	36	19	54	28	52	19	31	20	33	17	62	33
Level of Importance ($\overline{X}$) on 1-4 Scale	3.5927		3.6327		3.5370		3.5125		3.6452		3.6154		3.3889		3.5375	
% Would Use Teacher Aide *	5.50		6.71		12.67		4.23		0		3.13		9.78		5.40	

(Ranking: Perceived Importance 52; Relative Time Spent 67; Teacher Aide Use 141.)

* Significant at .05 level.

APPENDIX A (Continued)

Task E 070 - Make subjective judgments in evaluation of students.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.72		.72		.74		.70		.59		.73		.72		.75	
Average % Time Spent by All Members	.57		.47		.64		.52		.52		.61		.61		.64	
% of Members Performing	79.88		65.75		86.54		74.51		87.50		82.95		84.77		85.78	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	40	39	47	44	46	54	24	27	32	29	39	34	59	49	50	49
Certification Course	18	30	14	30	7	20	16	28	15	38	34	42	24	35	4	15
Inservice	4	7	4	4	2	7	7	10	6	9	4	4	1	3	1	8
On-The-Job	37	25	35	22	44	20	53	36	47	24	23	20	16	13	45	28
Level of Importance ($\overline{X}$) on 1-4 Scale	3.2880		3.2927		3.3958		3.3062		3.2258		3.2519		3.2545		3.2907	
% Would Use Teacher Aide	4.32		4.14		7.19		4.23		0		3.13		7.02		4.44	

(Ranking: Perceived Importance 85; Relative Time Spent 72; Teacher Aide Use 159.)

APPENDIX A (Continued)

Task E 076 - Grade performance or skill tests.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.66		.72		.60		.66		.65		.60		.54		.76	
Average % Time Spent by All Members	.46		.40		.34		.47		.62		.34		.27		.74	
% of Members Performing	69.19		56.16		55.77		72.06		96.25		57.38		50.99		98.16	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	46	46	38	40	67	64	29	32	32	32	60	61	58	49	42	42
Certification Course	15	25	15	20	10	15	14	26	29	43	19	26	15	29	5	16
Inservice	4	6	5	7	5	8	7	9	4	4	2	2	0	2	7	13
On-The-Job	34	23	42	32	18	13	50	33	36	21	19	10	27	20	45	29
Level of Importance ($\overline{X}$)* on 1-4 Scale	3.3026		3.1613		3.2593		3.3636		3.3438		3.1474		3.1333		3.4536	
% Would Use Teacher Aide *	21.60		6.71		9.08		23.09		7.79		19.16		19.78		43.41	

(Ranking: Perceived Importance 128, Relative Time Spent 120; Teacher Aide Use 51.)

* Significant at .05 level.

APPENDIX A (Continued)

Task E 068 - Check students' summaries of daily class activities.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.66		.69		.68		.64		.57		.73		.64		.63	
Average % Time Spent by All Members	.46		.43		.49		.35		.49		.60		.47		.42	
% of Members Performing	68.48		63.01		71.15		55.14		86.25		82.62		72.84		66.51	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	28	27	38	34	32	35	23	24	9	17	21	21	39	27	40	38
Certification Course	28	40	36	45	29	35	16	31	21	54	50	57	26	44	0	10
Inservice	6	10	0	2	12	9	9	15	3	9	4	5	7	11	5	15
On-The-Job	39	23	26	19	26	21	52	31	68	20	24	16	28	18	55	37
Level of Importance ($\bar{X}$) on 1-4 Scale	3.1479		3.1628		3.1750		3.1707		3.0690		3.1439		3.1400		3.1270	
% Would Use Teacher Aide*	18.26		12.23		14.56		14.63		18.32		23.07		29.56		17.75	

(Ranking: Perceived Importance 136; Relative Time Spent 121; Teacher Aide Use 60.)

* Significant at .05 level.

APPENDIX A (Continued)

Task E 075 - Prepare performance or skill tests.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.66		.70		.60		.66		.65		.59		.52		.76	
Average % Time Spent by All Members	.45		.39		.33		.48		.63		.34		.26		.73	
% of Members Performing	68.91		55.48		55.77		72.30		96.25		57.70		50.99		95.87	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	50	46	49	49	50	50	32	32	41	41	70	64	60	39	58	53
Certification Course	19	31	12	18	33	37	14	33	31	51	17	25	31	44	16	26
Inservice	5	7	2	6	7	7	10	13	3	0	3	3	0	5	4	7
On-The-Job	26	16	37	27	10	7	44	23	26	8	11	8	10	12	22	14
Level of Importance ($\overline{X}$) * on 1-4 Scale, with Scheffé's Differences	3.2803		3.1333		3.2222		3.3397		3.3636		3.0938		3.0625		3.4742 5[a]	
% Would Use Teacher Aide	12.76		10.85		5.48		13.28		5.26		12.12		12.76		20.45	

(Ranking: Perceived Importance 130; Relative Time Spent 122; Teacher Aide Use 81.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task E 077 - Consult with students for their input before determining their grade.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.65		.69		.68		.64		.54		.68		.62		.64	
Average % Time Spent by All Members	.44		.37		.55		.40		.43		.51		.44		.41	
% of Members Performing	67.63		53.42		81.73		62.25		78.75		75.08		70.86		63.76	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	48	45	51	47	43	43	26	27	35	30	74	70	48	43	42	40
Certification Course	10	19	14	24	18	21	14	23	11	22	5	11	13	27	0	14
Inservice	7	13	2	2	4	14	9	15	11	24	2	5	8	15	12	25
On-The-Job	36	23	33	27	36	21	51	34	43	24	19	14	30	15	46	22
Level of Importance ($\overline{X}$) on 1-4 Scale	3.3031		3.1892		3.4889		3.2535		3.1379		3.3729		3.2708		3.3182	
% Would Use Teacher Aide	5.89		4.14		5.48		8.08		0		5.08		8.51		5.40	

(Ranking: Perceived Importance 131; Relative Time Spent 129; Teacher Aide Use 137.)

APPENDIX A (Continued)

Task C 036 - Develop lesson plans based on local needs.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.82		.86		.88		.75		.78		.91		.76		.82	
Average % Time Spent by All Members	.78		.79		.87		.69		.76		.88		.70		.82	
% of Members Performing	95.11		91.09		99.04		92.64		98.75		97.05		92.05		98.62	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	34	32	28	33	24	32	22	23	23	18	51	46	38	28	41	37
Certification Course	28	37	38	36	30	36	23	40	54	67	21	25	47	53	12	26
Inservice	7	10	3	13	2	6	10	10	3	8	6	10	5	5	12	19
On-The-Job	31	20	31	19	43	26	45	27	21	8	23	19	9	13	35	18
Level of Importance ($\overline{X}$)* on 1-4 Scale	3.5030		3.2833		3.6182		3.4112		3.5833		3.6174		3.4262		3.6020	
% Would Use Teacher Aide	11.19		12.23		12.67		13.66		5.26		7.63		18.29		7.91	

(Ranking: Perceived Importance 15; Relative Time Spent 13; Teacher Aide Use 85.)
* Significant at .05 Level.

APPENDIX A (Continued)

Task C 047 - Select equipment, training aids, supplies, etc.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.76		.82		.78		.72		.72		.80		.72		.80	
Average % Time Spent by All Members	.73		.72		.76		.67		.72		.78		.68		.79	
% of Members Performing	95.18		87.67		97.11		92.89		100.00		97.05		95.36		99.08	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	40	38	33	30	53	54	26	23	22	20	60	59	44	33	40	41
Certification Course	17	27	18	22	7	24	16	32	20	38	16	23	29	41	9	16
Inservice	9	14	8	13	9	4	11	18	15	25	2	6	4	9	15	24
On-The-Job	35	21	41	35	31	17	47	27	42	17	21	13	23	16	36	19
Level of Importance ($\overline{X}$)* on 1-4 Scale, with Scheffé's Differences	3.4691		3.3077		3.5577		3.3005		3.5714		3.6111 3[a]		3.4032		3.6598 3[a]	
% Would Use Teacher Aide	16.50		13.42		10.97		17.51		5.26		21.70		19.78		13.31	

(Ranking: Perceived Importance 16; Relative Time Spent 22; Teacher Aide Use 67.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task C 035 - Develop instructional handouts for students.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.79		.75		.80		.74		.82		.84		.71		.86	
Average % Time Spent by All Members	.72		.53		.80		.67		.80		.78		.65		.82	
% of Members Performing	90.72		71.23		99.04		90.68		96.25		92.46		90.73		95.41	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	35	33	41	38	30	36	25	24	22	20	47	44	35	26	45	37
Certification Course	29	41	22	28	43	51	21	39	50	65	30	34	56	64	8	23
Inservice	9	14	7	15	4	6	14	15	2	15	7	12	7	5	14	27
On-The-Job	26	13	30	19	23	6	41	22	25	0	16	10	3	4	33	13
Level of Importance $(\bar{X})$* on 1-4 Scale, with Scheffé's Differences	3.3975		3.1346		3.3455		3.3179		3.6176		3.4825		3.3810		3.5361 1[a]	
% Would Use Teacher Aide	24.16		20.32		27.23		22.71		10.53		23.66		36.58		25.66	

(Ranking: Perceived Importance 30; Relative Time Spent 25; Teacher Aide Use 42.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task C 046 - Preview teaching materials.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.71		.72		.73		.71		.66		.72		.64		.76	
Average % Time Spent by All Members	.66		.60		.69		.64		.66		.70		.59		.74	
% of Members Performing	93.27		82.19		95.19		89.95		100.00		97.38		92.71		98.16	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	49	44	39	42	53	51	31	25	32	23	71	66	57	44	56	52
Certification Course	16	26	14	16	11	20	16	33	29	38	11	16	26	42	10	17
Inservice	5	12	4	14	7	4	6	16	11	23	2	6	3	6	9	14
On-The-Job	30	18	44	28	29	24	47	26	29	15	17	12	14	8	24	16
Level of Importance ($\overline{X}$) * on 1-4 Scale	3.1284		3.2000		3.4615		3.3298		3.6000		3.4414		3.3279		3.5204	
% Would Use Teacher Aide	15.51		12.23		10.97		16.55		10.53		14.66		26.80		14.08	

(Ranking: Perceived Importance 51; Relative Time Spent 42; Teacher Aide Use 71.)

* Significant at .05 level.

APPENDIX A (Continued)

Task C 040 - Modify existing lesson plans (from prior years).

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.71		.72		.72		.67		.69		.75		.66		.74	
Average % Time Spent by All Members	.60		.60		.66		.57		.60		.62		.58		.65	
% of Members Performing	85.69		83.56		91.34		84.80		87.50		82.62		88.08		88.07	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	37	35	30	32	44	36	22	23	21	18	58	54	37	31	43	45
Certification Course	15	28	14	24	16	27	15	31	33	55	10	15	28	49	5	17
Inservice	6	10	11	14	2	16	8	14	3	12	3	4	8	4	5	11
On-The-Job	41	26	44	30	38	22	54	32	42	15	29	27	27	15	47	28
Level of Importance ($\overline{X}$) * on 1-4 Scale, with Scheffé's Differences	3.2256		3.0727		3.3400		3.0562		3.2500		3.3636 3[a]		3.2881		3.3409	
% Would Use Teacher Aide*	10.80		6.71		16.45		11.74		5.26		6.45		22.54		8.87	

(Ranking: Perceived Importance 71; Relative Time Spent 58; Teacher Aide Use 89.)

* Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task C 037 - Develop lesson plans based on state curriculum guides.

Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.74		.80		.70		.68		.66		.86		.66		.71	
Average % Time Spent by All Members	.59		.66		.57		.56		.37		.79		.50		.46	
% of Members Performing	79.32		82.88		81.73		81.37		56.25		92.46		76.16		64.22	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	29	29	33	36	22	27	15	19	13	13	40	41	31	21	47	33
Certification Course	37	46	36	38	50	55	25	38	61	74	41	45	58	66	20	43
Inservice	14	16	10	16	2	10	25	25	4	13	9	9	5	3	17	21
On-The-Job	21	10	21	10	25	7	35	18	22	0	10	5	6	10	16	3
Level of Importance ($\bar{X}$)* on 1-4 Scale, with Scheffé's Differences	3.2667		3.2000		3.1111		3.1006		3.4000		3.5103 3[a]		3.1923		3.3438	
% Would Use Teacher Aide	9.82		9.47		12.67		10.78		2.53		8.99		18.29		5.40	

(Ranking: Perceived Importance 90; Relative Time Spent 64; Teacher Aide Use 99.)

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* Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task C 033 - Develop written course objectives.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.69		.76		.74		.64		.69		.73		.67		.69	
Average % Time Spent by All Members	.57		.54		.69		.51		.63		.61		.59		.58	
% of Members Performing	82.72		71.92		93.27		79.66		91.25		82.95		88.08		83.48	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	36	33	38	37	28	34	24	24	26	23	50	50	35	25	47	33
Certification Course	36	48	33	37	49	49	29	47	57	66	35	40	51	63	20	43
Inservice	10	12	8	16	6	11	14	14	3	9	5	7	7	8	17	21
On-The-Job	19	7	21	10	17	6	33	15	14	3	10	3	8	4	16	3
Level of Importance ($\overline{X}$)* on 1-4 Scale, with Scheffé's Differences	3.2517		3.0816		3.3265		3.1294		3.2286		3.4375 3^a		3.1897		3.3218	
% Would Use Teacher Aide	9.23		9.47		14.56		10.78		2.53		6.45		12.76		7.91	

(Ranking: Perceived Importance 78; Relative Time Spent 73; Teacher Aide Use 102.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task C 041 - Make displays/bulletin boards for instructional use.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.64		.60		.60		.64		.62		.72		.52		.64	
Average % Time Spent by All Members	.57		.32		.57		.58		.58		.71		.44		.60	
% of Members Performing	89.09		54.79		95.19		90.68		93.75		97.70		86.09		94.49	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	49	43	37	29	57	52	28	24	35	30	69	64	44	33	64	60
Certification Course	17	31	16	16	14	32	20	38	16	38	12	21	29	46	11	22
Inservice	7	12	11	32	11	7	11	16	5	16	4	6	4	6	5	9
On-The-Job	27	15	37	24	18	9	40	21	43	16	16	9	22	14	20	10
Level of Importance ($\overline{X}$) * on 1-4 Scale, with Scheffé's Differences	2.9452		2.6905		2.8302		2.9635		2.7879		3.2162 1,7[a]		2.8276		2.7895	
% Would Use Teacher Aide *	54.59		29.79		45.38		54.27		47.37		66.67		61.89		56.72	

(Ranking: Perceived Importance 86; Relative Time Spent 75; Teacher Aide Use 7.)

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* Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task C 034 - Develop written unit/topic objectives.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.69		.72		.72		.65		.72		.72		.65		.71	
Average % Time Spent by All Members	.53		.42		.68		.48		.64		.54		.53		.60	
% of Members Performing	76.91		57.53		94.23		73.28		88.75		74.75		81.46		83.94	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	35	32	45	40	24	30	24	22	24	24	51	49	31	24	42	32
Certification Course	37	49	25	31	51	52	26	45	59	70	36	43	57	65	25	45
Inservice	10	12	7	16	9	13	18	17	5	5	6	7	6	7	14	18
On-The-Job	19	7	23	13	16	4	33	16	11	0	7	2	6	4	19	5
Level of Importance ($\overline{X}$) on 1-4 Scale	3.2628		3.2051		3.2745		3.1807		3.2424		3.4083		3.1698		3.3023	
% Would Use Teacher Aide	10.41		9.47		10.97		12.70		2.53		6.45		16.80		10.61	

(Ranking: Perceived Importance 98; Relative Time Spent 91; Teacher Aide Use 91.)

APPENDIX A (Continued)

Task C 039 - Modify commerically produced lesson plans (such as those found in Students' Personal Adjustment to Work, World of Work, etc.).

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.71		.74		.82		.63		.69		.78		.70		.67	
Average % Time Spent by All Members	.52		.42		.72		.37		.61		.68		.60		.44	
% of Members Performing	72.38		56.16		87.50		58.33		88.75		87.21		85.43		66.51	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	27	29	25	32	20	22	21	26	24	18	31	36	26	20	39	35
Certification Course	25	39	20	32	37	49	18	35	35	62	31	35	35	57	5	20
Inservice	9	11	11	11	7	10	14	14	3	12	8	8	7	6	3	15
On-The-Job	39	21	43	25	37	20	46	24	38	9	31	20	32	17	53	30
Level of Importance ($\bar{X}$) * on 1-4 Scale	3.1954		2.8947		3.3061		3.1128		3.1515		3.3139		3.2759		3.1594	
% Would Use Teacher Aide	14.14		10.85		12.67		15.01		7.79		15.45		18.29		13.31	

(Ranking: Perceived Importance 123; Relative Time Spent 95; Teacher Aide Use 74.)

*Significant at .05 level.

APPENDIX A (Continued)

Task C 038 - Develop resource centers for student use.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.69		.74		.66		.66		.68		.78		.64		.64	
Average % Time Spent by All Members	.48		.44		.45		.42		.60		.60		.57		.43	
% of Members Performing	69.26		58.90		68.27		64.46		87.50		76.06		72.84		66.97	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	28	30	29	36	23	25	19	25	20	14	33	37	31	22	41	41
Certification Course	28	37	24	36	49	53	17	29	34	57	37	40	39	49	9	14
Inservice	10	16	7	10	3	14	17	21	6	17	9	11	7	10	14	27
On-The-Job	34	17	40	19	26	8	48	24	40	11	21	13	24	19	36	18
Level of Importance $(\overline{X})$* on 1-4 Scale	3.3580		3.1500		3.3611		3.2185		3.5161		3.4715		3.4902		3.4118	
% Would Use Teacher Aide	21.60		14.80		16.45		20.21		21.05		23.66		28.07		24.69	

(Ranking: Perceived Importance 121; Relative Time Spent 109; Teacher Aide Use 50.)

* Significant at .05 level.

APPENDIX A (Continued)

Task C 045 - Make transparencies for instructional use.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.58		.66		.58		.61		.58		.56		.56		.55	
Average % Time Spent by All Members	.42		.34		.45		.44		.48		.42		.38		.42	
% of Members Performing	72.31		50.68		77.88		73.53		82.50		75.08		69.54		76.14	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	44	38	50	47	61	50	29	25	24	24	61	56	44	25	48	43
Certification Course	20	34	15	18	13	29	22	41	42	45	12	23	31	53	14	29
Inservice	7	14	3	15	5	16	7	19	6	18	8	9	6	11	11	12
On-The-Job	29	14	32	21	21	5	41	16	27	12	19	12	19	11	28	15
Level of Importance $(\overline{X})$ on 1-4 Scale	2.9631		2.8049		2.9070		3.0127		2.9677		2.9402		3.0800		2.9342	
% Would Use Teacher Aide *	45.56		29.79		34.60		42.92		44.63		55.13		56.36		46.88	

(Ranking: Perceived Importance 138; Relative Time Spent 134; Teacher Aide Use 13.)

* Significant at .05 level.

APPENDIX A (Continued)

Task C 044 - Make slides for instructional use.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.55		.61		.50		.56		.46		.58		.55		.49	
Average % Time Spent by All Members	.29		.24		.24		.30		.28		.36		.33		.23	
% of Members Performing	53.40		39.04		48.08		52.94		61.25		62.29		59.60		46.97	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	40	33	30	22	46	48	29	23	38	22	48	47	49	31	42	31
Certification Course	18	32	15	19	25	36	17	40	25	35	15	26	27	44	9	22
Inservice	9	19	4	26	4	12	8	16	4	30	10	14	4	20	21	27
On-The-Job	34	16	52	33	25	4	47	21	33	13	26	13	20	4	28	20
Level of Importance ($\bar{X}$) on 1-4 Scale	2.8889		3.0000		2.9231		2.9322		2.6364		2.8710		3.0227		2.7234	
% Would Use Teacher Aide *	26.71		8.09		14.56		25.98		26.32		38.52		42.32		20.45	

(Ranking: Perceived Importance 166; Relative Time Spent 166; Teacher Aide Use 37.)

* Significant at .05 level.

APPENDIX A (Continued)

Task C 043 - Make videotapes for instructional use.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.47		.51		.43		.52		.44		.46		.44		.39	
Average % Time Spent by All Members	.10		.07		.10		.13		.09		.07		.12		.07	
% of Members Performing	20.40		13.70		23.08		25.00		21.25		15.08		26.49		18.80	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	40	32	58	67	50	46	28	24	43	36	47	38	52	17	20	20
Certification Course	18	45	8	8	8	46	19	46	21	43	11	38	26	61	30	60
Inservice	8	10	0	8	25	0	4	9	0	14	21	14	9	13	0	10
On-The-Job	34	14	33	17	17	8	49	22	36	17	21	10	13	9	50	10
Level of Importance ($\bar{X}$) on 1-4 Scale	2.7179		2.7000		2.5714		2.8475		2.3333		2.7500		2.8889		2.3810	
% Would Use Teacher Aide *	8.25		2.76		3.59		8.08		5.26		9.58		19.78		7.14	

(Ranking: Perceived Importance 200; Relative Time Spent 200; Teacher Aide Use 115.)

* Significant at .05 level.

APPENDIX A (Continued)

Task C 042 - Make motion pictures for instructional use.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.50		.62		.50		.51		.40		.48		.51		.31	
Average % Time Spent by All Members	.06		.09		.08		.06		.04		.04		.09		.01	
% of Members Performing	11.40		15.07		16.34		11.76		10.00		9.18		17.88		5.04	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	51	39	46	54	50	55	32	21	38	13	72	58	69	50	25	0
Certification Course	20	37	8	23	20	36	27	42	25	50	11	26	19	31	50	83
Inservice	4	10	0	0	10	0	0	17	0	25	6	5	13	19	0	0
On-The-Job	25	13	46	23	20	9	41	21	38	13	11	11	0	0	25	17
Level of Importance ($\overline{X}$)* on 1-4 Scale	2.7733		2.6667		2.1667		2.9677		1.3333		2.8000		2.8333		3.2500	
% Would Use Teacher Aide	4.91		5.33		1.89		5.20		5.26		5.08		11.27		1.74	

(Ranking: Perceived Importance 210; Relative Time Spent 208; Teacher Aide Use 151.)

* Significant at .05 level.

APPENDIX A (Continued)

Task B 023 - Counsel individual students concerning problems at work.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.83		.86		.95		.81		.78		.88		.79		.76	
Average % Time Spent by All Members	.80		.82		.95		.78		.77		.86		.77		.74	
% of Members Performing	97.16		95.20		100.00		96.08		98.75		97.70		97.35		97.70	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	28	30	33	31	27	29	23	23	25	40	30	33	42	35	22	33
Certification Course	19	33	24	34	31	44	13	29	13	27	31	43	21	33	3	17
Inservice	8	14	6	7	4	8	12	19	13	22	4	6	6	13	12	23
On-The-Job	44	23	37	27	39	19	52	28	50	10	34	17	31	19	63	27
Level of Importance ($\bar{X}$)* on 1-4 Scale	3.7056		3.5797		3.8491		3.6404		3.7500		3.6887		3.7692		3.8182	
% Would Use Teacher Aide	2.95		5.33		0		2.89		0		1.96		5.53		3.47	

(Ranking: Perceived Importance 7; Relative Time Spent 8; Teacher Aide Use 182.)

* Significant at .05 level.

APPENDIX A (Continued)

Task B 022 - Counsel individual students concerning problems at school.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.74		.77		.87		.74		.63		.77		.71		.67	
Average % Time Spent by All Members	.69		.65		.87		.70		.62		.72		.69		.62	
% of Members Performing	94.12		84.24		100.00		94.85		97.50		94.75		97.35		92.20	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	41	41	44	42	37	38	25	26	26	38	59	57	51	45	43	48
Certification Course	12	24	18	21	16	31	13	31	10	26	10	17	16	30	5	14
Inservice	5	14	2	8	6	17	9	17	3	23	2	9	4	8	6	17
On-The-Job	42	21	37	29	41	15	53	26	62	13	29	17	29	17	46	20
Level of Importance ($\overline{X}$)* on 1-4 Scale	3.4908		3.3793		3.7778		3.4422		3.4167		3.4422		3.5846		3.5385	
% Would Use Teacher Aide	3.73		4.14		0		4.81		2.53		2.54		8.51		2.70	

(Ranking: Perceived Importance 18; Relative Time Spent 35; Teacher Aide Use 171.)

*Significant at .05 level.

APPENDIX A (Continued)

Task B 032 - Provide individual career guidance.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.74		.81		.82		.72		.74		.74		.72		.70	
Average % Time Spent by All Members	.66		.64		.81		.63		.69		.68		.66		.66	
% of Members Performing	90.37		78.76		99.04		87.74		93.75		92.13		92.05		94.04	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	39	40	37	41	36	38	25	32	35	38	47	48	51	46	48	42
Certification Course	16	29	21	29	21	29	16	28	14	32	22	30	16	31	4	24
Inservice	8	13	11	7	2	13	11	19	8	16	4	8	10	11	10	13
On-The-Job	36	18	32	22	40	21	48	21	43	14	27	14	23	11	39	20
Level of Importance ($\bar{X}$) * on 1-4 Scale	3.4416		3.2982		3.6111		3.3598		3.6364		3.4648		3.4688		3.4737	
% Would Use Teacher Aide	11.19		10.85		5.48		13.66		2.53		8.99		15.53		12.35	

(Ranking: Perceived Importance 29; Relative Time Spent 44; Teacher Aide Use 86.)

* Significant at .05 level.

APPENDIX A (Continued)

Task B 025 - Counsel students about relevancy between academic classwork and vocational needs.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.70		.77		.83		.69		.61		.68		.68		.66	
Average % Time Spent by All Members	.63		.64		.83		.61		.60		.61		.65		.60	
% of Members Performing	90.65		82.88		100.00		89.21		97.50		88.85		95.36		90.82	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	36	36	38	33	47	44	20	24	23	31	47	46	50	42	35	41
Certification Course	17	31	19	28	16	31	15	32	15	33	26	32	18	41	2	18
Inservice	6	13	3	10	0	6	11	16	5	15	3	9	5	5	7	26
On-The-Job	41	20	40	29	37	19	54	28	56	21	24	14	26	12	55	15
Level of Importance ($\overline{X}$) on 1-4 Scale	3.3797		3.3279		3.5283		3.3072		3.4722		3.3852		3.3692		3.4444	
% Would Use Teacher Aide	5.50		9.47		3.59		5.58		2.53		3.91		9.78		4.44	

(Ranking: Perceived Importance 32; Relative Time Spent 50; Teacher Aide Use 140.)

APPENDIX A (Continued)

Task B 017 - Assist in arranging students' school/work schedules to accommodate students' needs.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.72		.77		.74		.70		.62		.76		.67		.71	
Average % Time Spent by All Members	.62		.61		.67		.59		.56		.70		.58		.64	
% of Members Performing	87.53		79.45		91.34		84.56		88.75		92.46		86.09		90.36	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	L	W	L	W	L	W	L	W	L	W	L	W	L	W	L
Before Hire	18	23	25	28	21	24	10	20	6	21	20	22	31	29	21	24
Certification Course	17	30	20	32	19	39	13	24	12	36	30	41	14	36	1	12
Inservice	8	15	7	8	6	7	13	20	6	15	2	7	5	15	13	31
On-The-Job	57	31	48	32	53	30	64	36	76	27	48	31	51	20	65	33
Level of Importance ($\overline{X}$)* on 1-4 Scale	3.4780		3.2692		3.6875		3.3149		3.7143		3.5448		3.5000		3.5957	
% Would Use Teacher Aide*	16.89		12.23		9.08		17.51		13.26		14.08		33.82		16.78	

(Ranking: Perceived Importance 35; Relative Time Spent 52; Teacher Aide Use 65.)

*Significant at .05 level.

APPENDIX A (Continued)

Task B 024 - Counsel individual students concerning personal problems not related to employment or school.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.67		.74		.80		.67		.64		.67		.63		.60	
Average % Time Spent by All Members	.60		.59		.78		.57		.60		.61		.60		.56	
% of Members Performing	89.23		80.14		98.08		84.80		95.00		90.49		94.70		92.20	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	45	45	46	43	40	47	28	28	37	50	61	61	59	51	45	48
Certification Course	9	23	11	20	17	23	7	31	5	18	9	16	15	25	4	20
Inservice	4	11	4	11	6	11	8	15	3	21	2	5	5	11	1	7
On-The-Job	42	21	40	27	38	19	57	26	55	11	28	17	21	14	50	26
Level of Importance ($\overline{X}$) on 1-4 Scale	3.3172		3.2857		3.6154		3.2570		3.3143		3.2786		3.3939		3.2903	
% Would Use Teacher Aide	3.93		4.14		1.89		3.85		0		2.54		9.78		4.44	

(Ranking: Perceived Importance 46; Relative Time Spent 59; Teacher Aide Use 165.)

APPENDIX A (Continued)

Task B 020 - Conduct group counseling sessions concerning problems at work.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.71		.78		.73		.67		.68		.78		.68		.66	
Average % Time Spent by All Members	.56		.66		.64		.48		.56		.62		.56		.52	
% of Members Performing	79.04		83.56		88.46		72.30		83.75		80.00		82.78		78.44	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	27	30	28	31	27	27	19	21	18	35	36	37	42	33	20	31
Certification Course	22	35	30	44	31	45	16	32	21	38	30	39	23	39	6	14
Inservice	7	16	5	11	0	5	12	20	6	21	4	9	8	14	11	29
On-The-Job	44	19	37	13	42	23	54	27	56	6	31	15	27	14	63	26
Level of Importance ($\overline{X}$)* on 1-4 Scale	3.4329		3.2833		3.5778		3.3459		3.4839		3.5635		3.3390		3.4810	
% Would Use Teacher Aide	4.12		6.71		3.59		4.23		2.53		1.37		7.02		4.44	

(Ranking: Perceived Importance 76; Relative Time Spent 79; Teacher Aide Use 162.)

Significant at .05 level.

APPENDIX A (Continued)

Task B 018 - Assist students in applying for scholarships.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.54		.67		.49		.57		.50		.46		.48		.53	
Average % Time Spent by All Members	.40		.52		.25		.44		.45		.33		.32		.43	
% of Members Performing	74.72		78.08		50.96		77.20		90.00		72.13		68.21		81.65	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	33	33	33	36	22	23	18	18	21	21	46	47	47	39	45	47
Certification Course	8	23	19	28	26	27	10	29	0	35	3	18	4	23	0	9
Inservice	5	16	7	16	0	23	7	24	0	21	1	4	11	18	3	13
On-The-Job	54	27	40	21	52	27	64	29	79	24	50	31	38	20	52	31
Level of Importance ($\overline{X}$) on 1-4 Scale	3.0723		3.0476		3.0000		3.0355		3.3143		3.1176		2.8723		3.0476	
% Would Use Teacher Aide	18.46		17.56		16.45		20.21		13.26		13.49		28.07		19.48	

(Ranking: Perceived Importance 125; Relative Time Spent 59; Teacher Aide Use 139.)

APPENDIX A (Continued)

Task B 019 - Conduct group counseling sessions concerning problems at school.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.62		.72		.63		.63		.53		.64		.56		.58	
Average % Time Spent by All Members	.38		.50		.51		.34		.36		.38		.40		.32	
% of Members Performing	62.11		69.18		80.77		55.64		68.75		59.02		70.86		56.42	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	37	36	32	37	30	31	21	20	14	29	55	54	44	34	55	53
Certification Course	16	30	20	29	30	38	16	31	11	36	11	21	20	42	5	16
Inservice	7	14	4	6	2	13	13	23	4	25	3	11	7	7	7	9
On-The-Job	41	20	44	27	38	18	50	26	71	11	31	14	29	17	33	22
Level of Importance ($\overline{X}$) on 1-4 Scale	3.2350		3.2083		3.4651		3.2419		3.3600		3.2887		2.9800		3.1563	
% Would Use Teacher Aide	4.12		4.14		3.59		5.20		5.26		1.37		8.51		3.47	

(Ranking: Perceived Importance 144: Relative Time Spent 143; Teacher Aide Use 163.)

APPENDIX A (Continued)

Task B 021 - Conduct group counseling sessions concerning personal problems not related to employment or school.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.62		.73		.67		.60		.54		.65		.57		.54	
Average % Time Spent by All Members	.34		.41		.46		.26		.34		.40		.38		.29	
% of Members Performing	55.95		56.85		69.23		43.38		63.75		61.64		66.88		54.13	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	42	42	39	36	33	34	25	22	30	47	57	57	57	53	44	44
Certification Course	14	26	18	27	17	34	11	28	10	27	12	23	23	32	7	16
Inservice	5	13	0	9	6	9	14	24	0	23	2	7	4	4	7	13
On-The-Job	39	19	43	29	44	23	50	26	60	3	29	14	17	11	42	27
Level of Importance ($\overline{X}$) on 1-4 Scale	3.1717		3.2051		3.4324		3.1354		3.1364		3.2551		3.0638		3.0000	
% Would Use Teacher Aide	3.34		5.33		5.48		2.89		2.53		1.96		5.53		2.70	

(Ranking: Perceived Importance 158; Relative Time Spent 154; Teacher Aide Use 176.)

APPENDIX A (Continued)

Task B 031 - Help students with homework in academic classes.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by* Members Performing	.48		.59		.63		.49		.34		.45		.50		.40	
Average % Time Spent by All Members	.31		.24		.57		.30		.24		.28		.40		.26	
% of Members Performing	64.87		41.09		90.38		61.76		71.25		62.95		80.13		64.22	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	56	56	45	42	49	17	36	41	55	55	70	67	66	65	71	68
Certification Course	5	10	10	6	5	17	6	12	0	7	4	8	5	8	0	5
Inservice	3	7	0	6	0	7	4	12	3	7	1	3	7	8	4	2
On-The-Job	37	28	45	45	46	27	54	35	41	31	24	21	23	18	25	25
Level of Importance ($\bar{X}$) * on 1-4 Scale, with Scheffé's Differences	2.6458		2.5517		3.0769 3,7[a]		2.5324		2.5833		2.6000		2.9322		2.4154	
% Would Use Teacher Aide *	28.87		18.94		29.12		29.25		21.05		24.44		49.34		30.10	

(Ranking: Perceived Importance 160; Relative Time Spent 163; Teacher Aide Use 30.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task B 026 - Counsel students not in program.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by* Members Performing	.50		.60		.52		.51		.38		.53		.46		.40	
Average % Time Spent by All Members	.28		.36		.37		.26		.25		.34		.29		.18	
% of Members Performing	57.50		59.59		71.15		51.22		66.25		64.59		62.25		44.95	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	
Before Hire	47	47	41	46	49	42	31	33	38	42	65	63	55	58	45	4
Certification Course	8	18	15	13	14	22	4	23	8	23	9	15	2	16	5	1
Inservice	5	11	2	7	3	17	14	20	4	12	3	5	2	4	0	
On-The-Job	40	24	41	35	35	19	52	24	50	23	24	16	41	22	50	3
Level of Importance ($\bar{X}$) * on 1-4 Scale, with Scheffé's Differences	2.8140		3.0000		3.1538 7[a]		2.8000		2.3913		2.8627		2.8980		2.425	
% Would Use Teacher Aide*	4.32		4.14		3.59		3.85		0		2.54		14.04		3.47	

(Ranking: Perceived Importance 164; Relative Time Spent 169; Teacher Aide Use 161.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task B 028 - Consult with local family counseling services concerning student problems.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.43		.54		.49		.47		.34		.40		.39		.38	
Average % Time Spent by All Members	.08		.10		.21		.05		.10		.08		.08		.07	
% of Members Performing	19.40		17.81		43.27		10.78		28.75		20.65		21.19		18.80	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	46	47	35	50	48	36	32	35	53	65	48	52	53	36	58	58
Certification Course	8	20	6	0	17	41	11	40	0	0	6	21	13	14	0	8
Inservice	7	9	12	6	9	5	5	10	12	12	0	6	13	21	0	8
On-The-Job	39	24	47	44	26	18	53	15	35	24	45	21	20	29	42	25
Level of Importance ($\overline{X}$) on 1-4 Scale	2.9248		3.0833		3.2273		2.7200		3.3333		3.0000		2.7059		2.7143	
% Would Use Teacher Aide	2.55		1.38		3.59		1.35		0		3.13		5.53		2.70	

(Ranking: Perceived Importance 198; Relative Time Spent 203; Teacher Aide Use 193.)

APPENDIX A (Continued)

Task B 027 - Counsult with local crisis center concerning student problems.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.44		.45		.54		.42		.35		.44		.45		.37	
Average % Time Spent by All Members	.07		.06		.19		.04		.07		.08		.09		.06	
% of Members Performing	17.35		14.38		35.58		10.29		21.25		19.34		20.53		17.43	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	47	50	33	42	58	53	28	40	36	45	62	66	31	27	62	62
Certification Course	8	24	8	25	5	21	17	45	0	18	7	14	19	27	0	15
Inservice	5	9	0	0	0	16	11	10	9	9	3	3	13	20	0	8
On-The-Job	40	18	58	33	37	11	44	5	55	27	28	17	38	27	38	15
Level of Importance ($\bar{X}$) on 1-4 Scale	2.8571		2.9000		3.2632		2.6154		3.1250		2.8333		2.7059		2.8125	
% Would Use Teacher Aide	3.14		1.38		3.59		1.35		2.53		3.13		8.51		3.47	

(Ranking: Perceived Importance 203; Relative Time Spent 205; Teacher Aide Use 180.)

APPENDIX A (Continued)

Task B 029 - Consult with local planned parenthood concerning student problems.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.41		.48		.46		.49		.38		.39		.42		.35	
Average % Time Spent by All Members	.06		.02		.14		.03		.13		.09		.05		.04	
% of Members Performing	14.30		3.42		30.77		6.12		33.75		22.29		13.24		11.46	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	49	52	50	50	44	31	45	67	50	60	53	53	44	50	50	50
Certification Course	6	15	0	0	13	38	9	17	0	5	3	10	22	13	0	17
Inservice	7	16	0	0	6	13	9	8	10	20	7	17	11	25	0	17
On-The-Job	38	18	50	50	38	19	36	8	40	15	37	20	22	13	50	17
Level of Importance ($\bar{X}$) on 1-4 Scale	2.9273		2.6667		3.3750		2.8125		3.1429		2.7895		2.7692		3.0000	
% Would Use Teacher Aide *	3.14		0		3.59		1.35		2.53		5.08		8.51		2.70	

(Ranking: Perceived Importance 205; Relative Time Spent 207; Teacher Aide Use 181.)

APPENDIX A (Continued)

Task B 030 - Consult with local Texas Rehabilitation Commission concerning student problems.

Items	Column Number/Program Area 0 All	1 Ag	2 CVAE	3 DE	4 Health	5 Home Ec	6 ICT	7 VOE
Average % Time Spent by Members Performing	.39	.28	.47	.40	.25	.32	.36	.40
Average % Time Spent by All Members	.05	.01	.24	.03	.04	.02	.09	.03
% of Members Performing	13.38	5.48	51.92	7.35	16.25	8.52	25.82	8.71

When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	0 W	0 I	1 W	1 I	2 W	2 I	3 W	3 I	4 W	4 I	5 W	5 I	6 W	6 I	7 W	7 I
Before Hire	40	32	17	33	41	30	29	25	38	25	67	58	42	33	25	0
Certification Course	12	30	33	17	7	44	18	31	13	13	0	25	16	22	0	40
Inservice	6	17	0	0	7	11	12	31	13	38	0	8	5	22	0	0
On-The-Job	42	21	50	50	44	15	41	13	38	25	33	8	37	22	75	60

Items	0 All	1 Ag	2 CVAE	3 DE	4 Health	5 Home Ec	6 ICT	7 VOE
Level of Importance ($\bar{X}$) on 1-4 Scale	2.7087	3.0000	2.8148	2.4737	2.6250	2.7143	2.6667	2.9000
% Would Use Teacher Aide*	1.77	0	3.59	1.92	0	.59	7.02	.96

(Ranking: Perceived Importance 208; Relative Time Spent 209; Teacher Aide Use 205.)

* Significant at .05 level.

APPENDIX A (Continued)

Task F 080 - Conduct an employer-employee appreciation function.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.78		.76		.73		.79		.73		.83		.73		.78	
Average % Time Spent by All Members	.70		.58		.56		.70		.69		.78		.65		.75	
% of Members Performing	89.59		76.02		76.92		89.46		95.00		94.42		89.40		96.33	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	31	28	33	27	26	26	18	19	33	0	38	33	48	43	29	29
Certification Course	25	35	20	40	29	39	21	37	33	40	31	37	24	29	0	14
Inservice	10	14	7	7	0	6	11	19	0	40	12	15	10	5	57	43
On-The-Job	34	23	40	27	45	29	50	26	33	20	19	15	19	24	14	14
Level of Importance ($\overline{X}$) on 1-4 Scale	3.4820		3.4717		3.4359		3.5241		3.4545		3.5170		3.2982		3.5714	
% Would Use Teacher Aide	17.09		12.23		12.67		15.01		10.53		23.07		22.54		16.78	

(Ranking: Perceived Importance 28; Relative Time Spent 32; Teacher Aide Use 63.)

APPENDIX A (Continued)

Task F 093 - Supply information to newspapers for program publicity.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.62		.72		.54		.66		.51		.63		.56		.59	
Average % Time Spent by All Members	.54		.60		.37		.59		.51		.57		.49		.52	
% of Members Performing	88.10		84.24		69.23		89.95		98.75		91.47		86.75		88.53	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	35	28	47	60	40	10	29	22	0	0	60	57	21	10	32	26
Certification Course	20	33	0	7	40	60	9	31	67	83	20	27	48	55	5	9
Inservice	12	23	0	7	10	20	18	27	0	0	10	13	3	14	23	57
On-The-Job	33	16	53	27	10	10	45	20	33	17	10	3	28	21	41	9
Level of Importance ($\overline{X}$) on 1-4 Scale	3.3134		3.4667		3.2121		3.2698		3.3333		3.3643		3.2222		3.3176	
% Would Use Teacher Aide*	36.53		35.12		27.23		35.80		18.32		45.55		39.35		34.53	

(Ranking: Perceived Importance 50; Relative Time Spent 86; Teacher Aide Use 21.)

* Significant at .05 level.

APPENDIX A (Continued)

Task F 078 - Assist students in performing community charitable/community service projects.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.61		.63		.54		.60		.62		.66		.49		.60	
Average % Time Spent by All Members	.48		.42		.33		.44		.62		.62		.37		.52	
% of Members Performing	80.17		67.12		61.54		73.28		100.00		94.42		74.83		87.15	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	45	45	54	46	53	47	24	26	27	33	73	69	47	47	44	50
Certification Course	8	15	8	15	13	40	10	19	20	27	0	2	13	22	0	0
Inservice	3	8	0	0	13	13	6	13	0	7	0	2	3	9	4	12
On-The-Job	43	32	38	38	20	0	60	42	53	33	27	27	38	22	52	38
Level of Importance ($\overline{X}$)* on 1-4 Scale	3.0600		3.0444		3.2571		3.0886		3.2857		3.0680		2.8125		2.9634	
% Would Use Teacher Aide *	24.94		18.94		9.08		22.13		23.58		30.11		29.56		31.83	

(Ranking: Perceived Importance 107; Relative Time Spent 107; Teacher Aide Use 41.)

* Significant at .05 level.

APPENDIX A (Continued)

Task F 084 - Organize special activities to promote the program (e.g. special assembly, vocational fairs, vocational week activities, etc.).

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.59		.63		.56		.61		.55		.61		.53		.60	
Average % Time Spent by All Members	.44		.32		.41		.45		.46		.47		.40		.50	
% of Members Performing	74.22		51.37		73.08		73.53		82.50		76.72		76.16		83.48	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	46	43	44	48	64	50	29	32	15	19	68	60	41	34	50	48
Certification Course	17	27	15	22	14	32	16	28	31	35	14	23	29	46	0	6
Inservice	6	14	0	7	0	9	8	15	4	27	3	5	2	10	23	39
On-The-Job	32	16	41	22	23	9	47	25	50	19	15	13	27	10	27	6
Level of Importance ($\overline{X}$) on 1-4 Scale	3.2087		3.2703		3.3056		3.2148		3.2500		3.1667		3.1346		3.2209	
% Would Use Teacher Aide	16.10		10.85		18.15		11.35		13.26		17.99		22.54		22.19	

(Ranking: Perceived Importance 118; Relative Time Spent 127; Teacher Aide Use 69.)

APPENDIX A (Continued)

Task F 089 - Prepare students to publicize program with underclassmen.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.59		.62		.56		.63		.56		.59		.56		.58	
Average % Time Spent by All Members	.44		.33		.32		.46		.52		.46		.43		.50	
% of Members Performing	74.36		53.42		56.73		73.04		92.50		77.70		77.48		85.78	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	27	26	43	46	25	28	16	17	15	19	36	33	31	24	21	23
Certification Course	22	34	15	24	17	31	17	34	41	56	34	42	31	46	0	10
Inservice	11	17	0	2	8	19	16	22	4	11	7	7	7	13	24	44
On-The-Job	41	22	41	28	50	22	52	27	41	15	24	19	30	17	55	24
Level of Importance ($\overline{X}$) on 1-4 Scale	3.3176		3.2000		3.1786		3.2581		3.5625		3.3594		3.2500		3.4156	
% Would Use Teacher Aide	13.55		8.09		9.08		12.32		13.26		14.66		16.80		17.75	

(Ranking: Perceived Importance 104; Relative Time Spent 128; Teacher Aide Use 78.)

APPENDIX A (Continued)

Task F 086 - Prepare exhibits/posters for school display.

	Column Number/Program Area							
Items	0 All	1 Ag	2 CVAE	3 DE	4 Health	5 Home Ec	6 ICT	7 VOE
Average % Time Spent by Members Performing	.57	.55	.52	.61	.54	.60	.52	.53
Average % Time Spent by All Members	.44	.23	.36	.48	.44	.51	.40	.44
% of Members Performing	76.48	41.78	68.27	79.41	81.25	85.57	77.48	83.02

When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	0 All W	0 All I	1 Ag W	1 Ag I	2 CVAE W	2 CVAE I	3 DE W	3 DE I	4 Health W	4 Health I	5 Home Ec W	5 Home Ec I	6 ICT W	6 ICT I	7 VOE W	7 VOE I
Before Hire	36	35	41	41	41	41	24	25	16	10	57	57	35	27	37	37
Certification Course	16	28	11	22	11	22	14	32	29	55	20	26	29	31	0	8
Inservice	8	17	0	8	11	22	14	23	3	13	4	7	4	12	12	33
On-The-Job	39	20	49	30	37	15	47	21	52	23	20	10	31	29	51	22

Items	0 All	1 Ag	2 CVAE	3 DE	4 Health	5 Home Ec	6 ICT	7 VOE
Level of Importance ($\overline{X}$) on 1-4 Scale	3.0188	3.0690	3.0000	3.0419	2.9333	3.0956	2.9444	2.9157
% Would Use Teacher Aide	35.94	10.85	23.64	33.87	26.32	50.64	29.56	49.58

(Ranking: Perceived Importance 124; Relative Time Spent 130; Teacher Aide Use 22.)

APPENDIX A (Continued)

Task F 090 - Provide recognition for outstanding program supporters (e.g. teachers, advisors, employers, media representatives, civic leaders, etc.).

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.60		.69		.62		.62		.48		.58		.56		.60	
Average % Time Spent by All Members	.42		.46		.42		.41		.34		.44		.38		.46	
% of Members Performing	70.54		67.12		67.30		65.68		71.25		76.39		68.21		76.60	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	33	29	43	43	67	33	21	24	10	10	48	41	45	23	33	38
Certification Course	20	32	21	29	33	44	13	25	38	52	21	28	40	59	0	8
Inservice	9	22	0	0	0	22	16	29	0	19	7	14	0	5	17	50
On-The-Job	38	17	36	29	0	0	50	22	52	19	24	17	15	14	50	4
Level of Importance ($\overline{X}$) on 1-4 Scale	3.3395		3.5000		3.3333		3.3643		3.1786		3.2301		3.2917		3.4507	
% Would Use Teacher Aide	9.03		8.09		9.08		9.05		5.26		9.58		9.78		9.65	

(Ranking: Perceived Importance 119, Relative Time Spent 131; Teacher Aide Use 105.)

APPENDIX A (Continued)

Task F 083 - Give talks to school groups.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.50		.56		.51		.54		.47		.48		.48		.47	
Average % Time Spent by All Members	.36		.30		.34		.38		.43		.32		.38		.36	
% of Members Performing	70.68		53.42		65.38		64.70		91.25		66.88		79.47		77.06	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	28	29	41	35	34	39	19	25	10	10	41	40	37	31	18	17
Certification Course	19	31	11	24	26	34	13	26	33	43	28	36	31	48	0	12
Inservice	10	20	3	8	3	13	13	24	7	23	3	5	6	10	30	55
On-The-Job	42	20	46	32	37	13	55	25	50	23	28	19	26	11	52	17
Level of Importance ($\overline{X}$) on 1-4 Scale	3.1127		2.9412		3.1143		3.1141		3.0000		3.1028		3.3462		3.0857	
% Would Use Teacher Aide	6.87		6.71		5.48		9.05		5.26		5.87		8.51		4.44	

(Ranking: Perceived Importance 132; Relative Time Spent 150; Teacher Aide Use 127.)

APPENDIX A (Continued)

Task F 087 - Prepare students to give presentations to school groups.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.54		.59		.46		.60		.51		.52		.47		.51	
Average % Time Spent by All Members	.32		.28		.20		.36		.42		.32		.31		.31	
% of Members Performing	59.63		47.94		43.27		59.56		83.75		60.32		66.22		61.01	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	37	37	32	35	28	37	25	28	7	11	64	61	37	32	40	39
Certification Course	17	27	10	29	22	26	16	32	30	44	16	21	27	32	0	3
Inservice	8	15	0	0	0	16	12	16	7	19	4	11	10	15	13	32
On-The-Job	39	21	58	35	50	21	47	24	56	26	16	7	27	22	47	26
Level of Importance ($\overline{X}$) on 1-4 Scale	3.1185		3.2258		3.0000		3.1328		3.1000		3.2083		2.9130		3.0877	
% Would Use Teacher Aide	12.18		6.71		10.97		11.74		10.53		13.49		14.04		15.05	

(Ranking: Perceived Importance 151; Relative Time Spent 159; Teacher Aide Use 82.)

APPENDIX A (Continued)

Task F 082 - Give talks to community groups.

Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE
Average % Time Spent by Members Performing	.49		.55		.48		.55		.40		.46		.47		.4
Average % Time Spent by All Members	.28		.28		.24		.31		.30		.26		.32		.2
% of Members Performing	58.42		50.68		50.00		56.12		73.75		56.39		68.87		61.9
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W
Before Hire	44	42	41	46	42	39	30	34	26	32	69	65	46	34	44
Certification Course	15	27	10	20	26	26	12	20	32	41	14	24	26	51	3
Inservice	6	14	0	0	3	19	9	18	3	18	2	2	5	5	14
On-The-Job	35	18	49	34	29	16	49	28	38	9	15	9	23	11	38
Level of Importance ($\overline{X}$) on 1-4 Scale	3.1091		3.1389		3.3200		3.1000		2.9091		3.0723		3.2391		3.04
% Would Use Teacher Aide	5.89		6.71		5.48		9.05		0		3.13		8.51		3.4

(Ranking: Perceived Importance 154; Relative Time Spent 167; Teacher Aide Use 138.)

APPENDIX A (Continued)

Task F 085 - Prepare exhibits/posters for community display.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.52		.52		.48		.55		.48		.55		.50		.50	
Average % Time Spent by All Members	.26		.17		.18		.27		.31		.32		.25		.23	
% of Members Performing	49.53		33.56		37.50		48.77		65.00		59.67		50.33		46.33	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	41	38	47	42	51	46	24	26	28	17	63	56	35	33	46	40
Certification Course	16	27	16	29	11	24	14	28	17	38	21	28	32	37	1	9
Inservice	7	17	0	6	5	5	12	21	7	24	2	4	7	17	13	37
On-The-Job	35	18	38	23	32	24	50	25	48	21	15	12	27	13	40	13
Level of Importance ($\overline{X}$) on 1-4 Scale	2.9501		3.0909		2.8824		3.0446		2.9565		2.9457		3.0446		2.8163	
% Would Use Teacher Aide *	23.57		10.85		18.15		19.82		23.58		30.70		26.80		29.13	

(Ranking: Perceived Importance 169; Relative Time Spent 175; Teacher Aide Use 44.)

* Significant at .05 level.

APPENDIX A (Continued)

Task F 088 - Prepare students to give presentations to community groups.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.52		.58		.51		.59		.47		.50		.44		.47	
Average % Time Spent by All Members	.25		.22		.15		.31		.30		.25		.22		.21	
% of Members Performing	48.02		38.36		29.80		52.45		65.00		50.16		49.67		44.49	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	26	25	31	31	30	23	17	17	12	15	43	41	28	21	23	22
Certification Course	19	32	19	29	17	40	14	32	29	53	30	34	31	44	0	8
Inservice	8	19	5	10	0	13	11	23	6	15	5	9	5	11	16	46
On-The-Job	46	24	45	31	53	23	58	29	53	18	22	17	36	23	60	24
Level of Importance ($\bar{X}$) on 1-4 Scale	3.1850		3.3478		3.1667		3.2523		3.0435		3.2113		2.9394		3.1522	
% Would Use Teacher Aide	8.05		8.09		9.08		9.05		7.79		8.41		5.53		7.14	

(Ranking: Perceived Importance 168; Relative Time Spent 177; Teacher Aide Use 117.)

APPENDIX A (Continued)

Task F 092 - Supply information to radio for program publicity.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.51		.64		.41		.58		.40		.48		.42		.46	
Average % Time Spent by All Members	.22		.26		.09		.30		.23		.18		.18		.21	
% of Members Performing	44.33		41.09		23.08		52.70		58.75		37.70		44.37		44.95	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	40	36	55	55	32	22	27	27	30	30	59	54	33	19	38	38
Certification Course	20	32	17	25	32	49	11	27	35	51	24	31	40	54	4	12
Inservice	9	17	5	5	5	16	14	22	3	11	5	6	10	17	16	38
On-The-Job	31	14	23	15	30	14	48	24	32	8	12	9	17	10	42	12
Level of Importance ($\overline{X}$) on 1-4 Scale	3.1311		3.2174		3.0000		3.1607		3.0500		3.2097		2.9000		3.1304	
% Would Use Teacher Aide*	14.93		8.09		3.59		18.86		10.53		16.03		14.04		18.52	

(Ranking: Perceived Importance 172; Relative Time Spent 179; Teacher Aide Use 72.)

* Significant at .05 level.

APPENDIX A (Continued)

Task F 079 - Assist students in building floats for parades.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.54		.57		.47		.61		.50		.53		.46		.49	
Average % Time Spent by All Members	.18		.23		.11		.22		.16		.18		.16		.17	
% of Members Performing	34.20		39.72		23.08		35.29		32.50		33.77		35.10		34.40	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	18	18	41	39	21	23	12	13	8	22	17	15	27	20	10	12
Certification Course	24	36	17	28	26	49	14	26	32	46	46	53	30	43	0	12
Inservice	9	19	0	2	3	13	14	26	11	11	4	8	4	14	23	46
On-The-Job	49	28	43	31	51	15	60	35	49	22	34	24	39	23	67	30
Level of Importance $(\bar{X})$ * on 1-4 Scale, with Scheffé's Differences	2.5488		2.5455		3.0909		2.8272 7[a]		2.1111		2.4340		2.3500		2.1795	
% Would Use Teacher Aide	18.26		27.03		7.19		19.82		7.79		18.57		18.29		18.52	

(Ranking: Perceived Importance 189; Relative Time Spent 185; Teacher Aide Use 61.)

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*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task F 094 - Supply information to magazines for program publicity.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.47		.53		.39		.53		.40		.37		.44		.47	
Average % Time Spent by All Members	.12		.10		.06		.16		.07		.06		.18		.12	
% of Members Performing	25.42		19.86		17.30		31.37		17.50		18.36		39.73		24.77	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	29	29	31	35	29	20	18	20	17	29	39	39	33	26	32	35
Certification Course	21	33	23	35	29	49	12	26	26	43	34	40	34	46	1	12
Inservice	9	13	6	3	4	7	15	19	9	9	4	6	5	12	10	23
On-The-Job	42	25	39	26	38	24	56	35	49	20	23	16	28	16	57	29
Level of Importance ($\overline{X}$) on 1-4 Scale	3.0000		3.1429		3.1111		3.0405		3.3333		2.9615		2.8667		2.8261	
% Would Use Teacher Aide	10.21		5.33		7.19		11.35		5.26		9.58		19.78		9.65	

(Ranking: Perceived Importance 194; Relative Time Spent 195; Teacher Aide Use 96.)

APPENDIX A (Continued)

Task F 091 - Supply information to television for program publicity.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.45		.53		.42		.54		.36		.42		.37		.40	
Average % Time Spent by All Members	.11		.09		.06		.15		.18		.08		.10		.11	
% of Members Performing	25.07		16.44		15.38		28.18		51.25		19.02		27.15		27.06	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	32	29	44	36	58	33	22	23	5	9	52	53	29	14	28	28
Certification Course	21	32	22	28	8	25	13	25	45	55	22	31	49	66	3	6
Inservice	9	21	6	8	17	33	11	25	5	27	4	4	3	9	25	56
On-The-Job	38	18	28	28	17	8	55	27	45	9	22	12	20	11	44	9
Level of Importance ($\overline{X}$) on 1-4 Scale	3.1243		3.0000		3.1429		3.2167		3.1875		3.1111		2.7619		3.2069	
% Would Use Teacher Aide	8.25		4.14		1.89		10.39		5.26		6.45		11.27		11.58	

(Ranking: Perceived Importance 191; Relative Time Spent 196; Teacher Aide Use 114.)

APPENDIX A (Continued)

Task F 081 - Contact school dropouts as possible prospective students.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.50		.50		.59		.54		.32		.47		.41		.42	
Average % Time Spent by All Members	.10		.08		.37		.08		.03		.08		.11		.04	
% of Members Performing	19.40		16.44		63.46		14.70		11.25		17.38		27.15		9.63	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	47	44	51	57	61	57	28	32	41	45	73	62	39	29	41	38
Certification Course	15	25	8	14	7	18	17	25	21	34	10	22	30	48	6	10
Inservice	7	14	3	3	7	14	8	15	3	10	5	5	4	9	14	42
On-The-Job	32	17	38	27	25	11	46	27	34	10	12	12	27	14	39	10
Level of Importance ($\overline{X}$) on 1-4 Scale	2.9014		2.7778		3.2188		3.0488		2.6000		2.7500		2.7500		2.3750	
% Would Use Teacher Aide	3.93		1.38		3.59		5.20		0		3.91		8.51		1.74	

(Ranking: Perceived Importance 199; Relative Time Spent 197; Teacher Aide Use 170.)

APPENDIX A (Continued)

Task K 203 - Maintain clean/orderly classroom.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.75		.80		.75		.73		.62		.76		.74		.77	
Average % Time Spent by All Members	.70		.74		.65		.68		.58		.75		.70		.75	
% of Members Performing	94.19		91.78		87.50		93.38		93.75		96.39		94.70		97.24	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	52	50	44	44	61	56	29	29	24	24	72	71	61	54	72	75
Certification Course	5	9	8	10	5	3	5	15	3	8	3	5	6	12	4	4
Inservice	2	2	0	0	0	5	5	4	0	3	0	0	1	3	0	0
On-The-Job	42	39	48	47	34	36	60	53	73	65	25	24	32	32	23	21
Level of Importance ($\overline{X}$)* on 1-4 Scale, with Scheffé's Differences	2.3301		3.3385		3.3696		3.1878		3.2941		3.4583		3.5938 3[a]		3.4828	
% Would Use Teacher Aide*	32.60		25.65		18.15		29.64		57.89		43.01		28.07		30.10	

(Ranking: Perceived Importance 133; Relative Time Spent 30; Teacher Aide Use 28.)

[*] Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task K 197 - Attend faculty meetings.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.74		.81		.72		.78		.64		.73		.75		.69	
Average % Time Spent by All Members	.70		.72		.66		.72		.59		.70		.72		.66	
% of Members Performing	93.84		89.72		92.30		92.16		92.50		95.74		96.69		96.33	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	53	53	48	50	47	47	31	32	29	26	74	71	63	62	75	76
Certification Course	5	7	10	10	6	9	5	10	3	13	3	5	3	2	3	5
Inservice	2	3	0	0	0	6	7	7	0	0	0	2	2	2	0	0
On-The-Job	40	37	42	40	47	38	57	51	68	61	24	23	32	35	22	19
Level of Importance ($\overline{X}$) on 1-4 Scale	3.1447		3.1250		3.0652		3.1087		2.8235		3.2778		3.1925		3.1477	
% Would Use Teacher Aide	8.25		2.76		5.48		11.74		10.53		5.08		12.76		7.14	

(Ranking: Perceived Importance 47; Relative Time Spent 34; Teacher Aide Use 110.)

APPENDIX A (Continued)

Task K 204 - Monitor students' conduct on school premises other than in classrooms (e.g. parking lot, cafeteria, halls, detention hall, etc.).

	Column Number/Program Area															
	0		1		2		3		4		5		6		7	
Items	All		Ag		CVAE		DE		Health		Home Ec		ICT		VOE	
Average % Time Spent by Members Performing	.69		.76		.71		.69		.55		.69		.72		.63	
Average % Time Spent by All Members	.58		.67		.58		.58		.42		.59		.62		.56	
% of Members Performing	85.20		88.36		81.73		83.82		76.25		84.92		86.75		89.91	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	51	50	46	45	58	50	31	32	16	16	73	73	58	53	72	71
Certification Course	4	7	7	7	6	6	4	11	0	6	2	4	5	9	3	3
Inservice	2	2	0	0	0	0	5	5	0	0	0	0	3	5	0	0
On-The-Job	43	41	47	48	35	44	59	53	84	78	25	23	34	33	24	25
Level of Importance (X̄) * on 1-4 Scale	2.8433		3.0333		2.9512		2.7853		2.2400		2.9385		2.9828		2.7013	
% Would Use Teacher Aide	21.60		18.94		10.97		25.40		23.58		25.03		15.53		19.48	

(Ranking: Perceived Importance 110; Relative Time Spent 66; Teacher Aide Use 49.)

* Significant at .05 level.

APPENDIX A (Continued)

Task K 205 - Participate in school wide open house activities.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.62		.72		.62		.65		.51		.61		.62		.60	
Average % Time Spent by All Members	.55		.60		.53		.56		.49		.54		.55		.55	
% of Members Performing	88.81		84.24		85.58		86.52		95.00		89.84		89.40		92.20	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	50	52	46	51	39	44	28	30	11	17	72	75	55	52	74	72
Certification Course	5	7	5	5	17	6	6	10	0	22	4	4	7	7	3	3
Inservice	2	2	0	0	0	6	4	6	0	0	0	0	5	5	0	0
On-The-Job	43	39	49	44	44	44	62	54	89	61	24	21	34	36	24	25
Level of Importance ($\overline{X}$) on 1-4 Scale	2.9060		3.0877		2.7727		2.8785		2.5758		3.0075		2.8596		2.9500	
% Would Use Teacher Aide	11.98		16.18		7.19		14.24		10.53		10.17		12.76		9.65	

(Ranking: Perceived Importance 91; Relative Time Spent 85; Teacher Aide Use 83.)

APPENDIX A (Continued)

Task K 206 - Perform duties as assigned at school sports/social events.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.65		.73		.65		.67		.51		.63		.68		.60	
Average % Time Spent by All Members	.50		.57		.45		.51		.38		.48		.53		.48	
% of Members Performing	76.77		78.08		70.19		76.71		75.00		75.74		77.48		80.73	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	48	51	43	52	48	44	24	32	9	18	72	75	64	60	67	69
Certification Course	4	8	7	7	4	12	5	11	0	9	1	6	7	12	0	0
Inservice	3	3	0	0	4	4	6	5	5	5	1	0	4	5	0	0
On-The-Job	45	38	50	41	44	40	64	53	86	68	25	19	24	23	32	31
Level of Importance ($\overline{X}$) on 1-4 Scale	2.6660		2.6200		2.5714		2.7186		2.5000		2.6068		2.7800		2.7391	
% Would Use Teacher Aide	13.75		17.56		7.19		17.90		13.26		14.66		5.53		10.61	

(Ranking: Perceived Importance 141; Relative Time Spent 101; Teacher Aide Use 76.)

APPENDIX A (Continued)

Task K 199 - Attend school committee meetings (e.g. meeting of the textbook, discipline, faculty relations, etc. committees).

Items	Column Number/Program Area 0 All	 1 Ag	 2 CVAE	 3 DE	 4 Health	 5 Home Ec	 6 ICT	 7 VOE
Average % Time Spent by Members Performing	.61	.69	.59	.64	.49	.61	.60	.57
Average % Time Spent by All Members	.48	.54	.42	.47	.39	.48	.47	.51
% of Members Performing	78.54	79.45	72.11	73.53	80.00	78.69	78.80	89.45

When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	50	50	58	53	57	43	24	26	27	27	68	68	54	54	70	74
Certification Course	5	8	3	6	4	9	6	11	5	14	4	7	10	10	2	2
Inservice	2	2	0	0	0	13	6	4	0	0	0	0	3	3	2	2
On-The-Job	43	39	39	41	39	35	64	60	68	59	29	25	33	33	26	21

Items	0 All	1 Ag	2 CVAE	3 DE	4 Health	5 Home Ec	6 ICT	7 VOE
Level of Importance ($\overline{X}$) on 1-4 Scale	2.9089	2.8800	2.9189	2.9623	2.4333	3.0082	2.8039	2.9103
% Would Use Teacher Aide	6.48	2.76	3.59	8.08	7.79	4.50	11.27	6.17

(Ranking: Perceived Importance 129; Relative Time Spent 111; Teacher Aide Use 130.)

APPENDIX A (Continued)

Task K 207 - Sponsor school clubs (e.g. cheerleaders, junior class, spirit club, prom, etc.).

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.67		.70		.62		.66		.52		.72		.67		.66	
Average % Time Spent by All Members	.35		.41		.28		.32		.23		.42		.36		.34	
% of Members Performing	51.77		58.90		44.23		48.28		43.75		57.38		53.64		50.92	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	
Before Hire	38	46	46	54	50	40	25	34	0	0	56	71	56	56	67	6
Certification Course	10	12	8	15	25	20	18	21	0	0	6	6	6	0	0	
Inservice	3	3	0	0	0	0	4	3	14	14	0	0	6	6	0	
On-The-Job	48	39	46	31	25	40	54	41	86	86	39	24	31	38	32	3
Level of Importance ($\overline{X}$) on 1-4 Scale	2.6304		2.5952		2.7500		2.8571		2.2353		2.5281		2.5161		2.571	
% Would Use Teacher Aide *	8.64		12.23		3.59		10.39		2.53		13.49		4.25		3.47	

(Ranking: Perceived Importance 175; Relative Time Spent 153; Teacher Aide Use 108.)

* Significant at .05 level.

APPENDIX A (Continued)

Task K 208 - Supervise study hall/advisory class/homeroom.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.68		.70		.69		.67		.57		.68		.74		.65	
Average % Time Spent by All Members	.34		.28		.37		.34		.30		.32		.42		.32	
% of Members Performing	50.00		40.41		53.84		50.73		52.50		47.87		56.95		50.46	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	56	56	45	50	80	100	35	19	60	40	71	68	78	90	47	58
Certification Course	9	14	9	15	20	0	5	33	20	20	8	11	11	0	11	5
Inservice	5	6	0	3	0	0	0	5	20	20	11	11	0	0	5	5
On-The-Job	30	24	45	32	0	0	60	43	0	20	11	11	11	10	37	32
Level of Importance ($\overline{X}$) on 1-4 Scale	2.5429		2.5000		2.6154		2.7255		2.0000		2.4028		2.6471		2.5682	
% Would Use Teacher Aide	11.78		5.33		7.19		12.32		21.05		14.08		11.27		11.58	

(Ranking: Perceived Importance 178; Relative Time Spent 157; Teacher Aide Use 84.)

APPENDIX A (Continued)

Task K 198 - Attend P.T.A. meetings.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.59		.59		.60		.65		.50		.60		.57		.52	
Average % Time Spent by All Members	.32		.25		.41		.32		.29		.33		.32		.30	
% of Members Performing	54.32		42.46		69.23		50.24		58.75		55.41		56.29		58.26	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	56	53	63	65	56	56	36	34	45	40	78	71	62	52	59	64
Certification Course	7	12	7	7	6	6	11	20	10	15	3	8	5	12	7	7
Inservice	4	6	2	2	0	6	9	10	5	5	0	0	2	5	7	14
On-The-Job	32	29	28	26	38	31	44	36	40	40	19	21	31	31	28	14
Level of Importance ($\overline{X}$) on 1-4 Scale	2.6149		2.4800		2.6286		2.7087		2.2857		2.6867		2.6563		3.4694	
% Would Use Teacher Aide	5.30		2.76		5.48		7.12		10.53		3.91		5.53		3.47	

(Ranking: Perceived Importance 171; Relative Time Spent 160; Teacher Aide Use 146.)

APPENDIX A (Continued)

Task K 201 - Collect money for school pictures, annuals, charities, lunchroom, etc.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.58		.64		.52		.62		.46		.60		.52		.56	
Average % Time Spent by All Members	.30		.32		.28		.32		.25		.30		.28		.32	
% of Members Performing	52.90		50.68		54.80		51.96		53.75		50.82		54.30		56.88	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	58	58	46	53	58	54	39	37	44	44	78	77	66	66	76	77
Certification Course	4	9	10	13	6	5	5	16	0	0	3	4	1	6	4	7
Inservice	1	2	0	2	0	3	4	5	0	0	0	0	0	0	0	0
On-The-Job	37	32	44	33	36	38	52	42	56	56	19	20	33	29	20	16
Level of Importance ($\overline{X}$) on 1-4 Scale	2.2821		2.1316		2.3214		2.4174		2.1905		2.2237		2.2353		2.2174	
% Would Use Teacher Aide	20.62		16.18		16.45		20.78		34.11		20.53		22.54		19.48	

(Ranking: Perceived Importance 180; Relative Time Spent 164; Teacher Aide Use 54.)

APPENDIX A (Continued)

Task K 200 - Attend service club meetings (e.g. Lions Club, Rotary Club, etc. meetings).

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.56		.69		.48		.61		.46		.53		.53		.46	
Average % Time Spent by All Members	.28		.44		.20		.34		.21		.22		.30		.23	
% of Members Performing	50.99		63.01		42.30		55.14		46.25		41.96		56.29		50.00	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	46	50	41	44	71	71	36	41	0	0	50	50	67	71	75	75
Certification Course	5	10	5	10	14	14	7	14	0	33	0	0	0	6	0	0
Inservice	4	4	0	0	0	0	11	7	0	0	0	17	7	6	0	0
On-The-Job	45	36	54	46	14	14	46	38	100	67	50	33	27	18	25	25
Level of Importance ($\bar{X}$) on 1-4 Scale	3.0056		3.0930		2.7826		3.1260		3.0667		2.9167		3.1707		2.6735	
% Would Use Teacher Aide	3.93		4.14		3.59		5.20		5.26		3.13		2.76		2.70	

(Ranking: Perceived Importance 167; Relative Time Spent 170; Teacher Aide Use 168.)

APPENDIX A (Continued)

Task K 210 - Teach Adult Education classes.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.65		.68		.67		.65		.51		.63		.77		.62	
Average % Time Spent by All Members	.13		.34		.06		.07		.07		.16		.08		.15	
% of Members Performing	20.32		49.31		8.65		11.52		13.75		25.57		9.93		25.23	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Certification Course	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inservice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
On-The-Job	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level of Importance ($\overline{X}$) on 1-4 Scale	3.1172		3.3750		3.5000		3.0417		2.8000		3.1389		3.0000		2.8095	
% Would Use Teacher Aide	.79		2.76		0		.96		2.53		0		0		.96	

(Ranking: Perceived Importance 196; Relative Time Spent 193; Teacher Aide Use 208.)

APPENDIX A (Continued)

Task K 209 - Supervise teacher aide.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.60		.64		.63		.59		.51		.62		.55		.58	
Average % Time Spent by All Members	.09		.15		.06		.08		.10		.09		.09		.04	
% of Members Performing	14.73		23.97		9.61		14.95		18.75		14.75		16.56		7.80	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	55	59	50	50	0	0	25	25	0	100	100	75	71	75	0	0
Certification Course	10	14	0	0	100	100	0	50	0	0	0	0	14	0	0	0
Inservice	5	9	25	25	0	0	0	0	0	0	0	25	0	0	0	0
On-The-Job	30	18	25	25	0	0	75	25	100	0	0	0	14	25	0	0
Level of Importance ($\overline{X}$) on 1-4 Scale	3.3081		3.1111		2.8000		3.1429		3.0000		3.0000		3.1111		2.5000	
% Would Use Teacher Aide	.79		2.76		0		.96		0		.59		1.49		0	

(Ranking: Perceived Importance 204; Relative Time Spent 201; Teacher Aide Use 209.)

APPENDIX A (Continued)

Task K 202 - Drive school bus on special occasions.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.52		.55		.50		.54		.50		.51		.42		.52	
Average % Time Spent by All Members	.08		.27		.06		.10		.04		.02		.08		.04	
% of Members Performing	16.00		49.31		13.46		17.89		7.50		4.59		20.53		7.34	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	54	53	46	44	54	54	32	32	29	26	74	76	65	60	73	72
Certification Course	4	9	8	13	3	6	5	14	3	10	3	3	3	8	3	6
Inservice	2	2	0	0	3	0	3	2	3	3	0	1	3	3	2	2
On-The-Job	41	37	46	44	40	40	60	52	65	61	24	20	29	29	23	20
Level of Importance ($\overline{X}$) on 1-4 Scale	2.3659		2.2667		2.6667		2.3922		2.7500		2.5556		2.3125		2.0000	
% Would Use Teacher Aide*	3.34		5.33		0		6.16		5.26		.59		2.76		1.74	

(Ranking: Perceived Importance 206; Relative Time Spent 202; Teacher Aide Use 177.)

* Significant at .05 level.

APPENDIX A (Continued)

Task K 211 - Teach Trade Extension Course.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.54		.35		.66		.51		.41		.73		.67		-	
Average % Time Spent by All Members	.02		.01		.02		.02		.01		.02		.04		-	
% of Members Performing	3.40		4.11		2.88		3.68		3.75		2.29		5.96		0	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Certification Course	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inservice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
On-The-Job	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level of Importance ($\overline{X}$) on 1-4 Scale	2.7188		2.3333		3.2500		1.6667		4.000		2.7143		2.5000		2.750	
% Would Use Teacher Aide	.39		0		0		.38		2.53		.59		0		0	

(Ranking: Perceived Importance 211; Relative Time Spent 211; Teacher Aide Use 211.)

APPENDIX A (Continued)

Task J 189 - Attend local school district inservice workshops.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.74		.80		.75		.75		.67		.76		.74		.70	
Average % Time Spent by All Members	.72		.75		.72		.72		.65		.73		.74		.69	
% of Members Performing	96.53		93.83		95.19		96.08		96.25		96.39		98.67		98.62	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	52	50	41	38	47	46	27	30	32	43	80	76	57	43	72	67
Certification Course	9	15	16	20	25	36	8	13	13	17	4	7	9	20	2	10
Inservice	7	8	6	9	0	0	13	15	6	10	4	5	8	8	3	5
On-The-Job	32	27	38	33	27	18	52	42	48	30	12	12	26	29	23	18
Level of Importance $(\bar{X})$* on 1-4 Scale, with Scheffé's Differences	2.9447		2.9077		3.0784 7[a]		2.9050		3.0000		3.1241		2.9844		2.6484	
% Would Use Teacher Aide	5.89		4.14		5.48		7.51		5.26		5.08		5.53		5.40	

(Ranking: Perceived Importance 60; Relative Time Spent 23; Teacher Aide Use 135.)

*Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task J 190 - Attend Texas Education Agency inservice workshops.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.76		.82		.75		.75		.70		.77		.76		.71	
Average % Time Spent by All Members	.72		.79		.71		.70		.66		.74		.74		.69	
% of Members Performing	95.18		96.57		95.19		92.64		93.75		96.39		97.35		96.33	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	49	47	43	42	48	39	27	33	46	50	81	76	50	37	59	52
Certification Course	12	20	11	17	24	39	12	19	12	15	7	14	19	27	2	15
Inservice	8	8	7	9	0	0	15	14	4	8	3	4	2	6	12	9
On-The-Job	31	25	39	32	28	21	45	33	38	27	10	7	29	31	27	24
Level of Importance ($\overline{X}$)* on 1-4 Scale, with Scheffé's Differences	3.1720		3.3188		3.1765 7[a]		3.0103		3.1429		3.4122 3,7[a]		3.1692		3.0227	
% Would Use Teacher Aide	4.91		5.33		3.59		6.54		2.53		3.91		4.25		4.44	

(Ranking: Perceived Importance 40; Relative Time Spent 24; Teacher Aide Use 148.)

* Significant at .05 level.

[a] Column number indicating those program areas from which this particular program varied significantly at .05 level according to Scheffé's test.

APPENDIX A (Continued)

Task J 193 - Read professional literature concerning teaching.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.66		.73		.66		.67		.62		.67		.65		.61	
Average % Time Spent by All Members	.61		.62		.62		.61		.56		.62		.61		.59	
% of Members Performing	92.06		85.62		92.30		91.42		90.00		92.78		93.38		96.33	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	41	39	40	41	17	12	30	34	55	55	58	52	46	32	47	43
Certification Course	12	20	14	21	24	44	9	17	7	10	17	22	15	24	3	9
Inservice	5	8	5	7	7	7	9	11	3	10	2	3	0	8	7	12
On-The-Job	41	33	41	31	51	37	52	38	34	34	22	22	38	35	43	35
Level of Importance $(\bar{X})$ on 1-4 Scale	3.1904		3.0968		3.2292		3.1406		3.3030		3.3099		3.1667		3.1250	
% Would Use Teacher Aide	4.91		4.14		5.48		5.20		7.79		5.08		2.76		4.44	

(Ranking: Perceived Importance 49; Relative Time Spent 57; Teacher Aide Use 149.)

APPENDIX A (Continued)

Task J 195 Visit industry/business to keep current.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.69		.70		.70		.72		.63		.62		.75		.66	
Average % Time Spent by All Members	.59		.56		.64		.64		.51		.45		.70		.62	
% of Members Performing	85.48		79.45		92.30		88.72		81.25		72.78		93.38		94.04	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	53	53	43	38	57	54	30	30	40	43	78	77	59	54	76	75
Certification Course	5	8	8	11	10	12	5	12	3	9	3	3	6	7	3	4
Inservice	2	2	2	3	0	0	6	4	0	0	0	0	0	1	0	0
On-The-Job	40	38	48	48	32	34	60	54	57	49	19	20	36	37	21	21
Level of Importance ($\bar{X}$) on 1-4 Scale	3.3934		3.2545		2.3878		3.4301		3.6129		3.2804		3.5167		3.3810	
% Would Use Teacher Aide	4.32		0		5.48		5.20		5.26		3.91		4.25		5.40	

(Ranking: Perceived Importance 56; Relative Time Spent 65; Teacher Aide Use 158.)

APPENDIX A (Continued)

Task J 194 - Read professional literature concerning occupational skills.

	Column Number/Program Area															
Items	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.66		.73		.64		.67		.66		.65		.65		.63	
Average % Time Spent by All Members	.57		.61		.54		.56		.62		.53		.59		.60	
% of Members Performing	86.19		84.24		78.84		83.09		95.00		81.64		90.73		94.49	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	30	28	37	30	24	14	12	17	14	27	52	49	23	13	42	35
Certification Course	20	32	17	25	29	50	17	35	23	36	25	25	28	47	5	19
Inservice	8	10	7	13	5	5	13	15	9	9	6	6	6	9	7	14
On-The-Job	41	29	39	32	43	32	58	34	55	27	17	20	43	32	45	32
Level of Importance ($\overline{X}$) on 1-4 Scale	3.2552		3.1379		3.2444		3.2386		3.4286		3.3496		3.2586		3.1647	
% Would Use Teacher Aide	4.91		4.14		5.48		4.81		7.79		3.91		7.02		4.44	

(Ranking: Perceived Importance 66; Relative Time Spent 76; Teacher Aide Use 150.)

APPENDIX A (Continued)

Task J 191 - Participate in the activities of professional teachers' organizations.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE
Average % Time Spent by Members Performing	.66		.78		.68		.66		.58		.67		.66		.6
Average % Time Spent by All Members	.57		.72		.56		.53		.48		.58		.58		.5
% of Members Performing	85.76		93.15		82.69		80.14		82.50		87.21		88.74		89.9
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W
Before Hire	58	57	46	46	57	57	32	36	52	52	85	83	62	51	77
Certification Course	9	15	15	22	12	24	13	23	12	15	4	6	7	11	4
Inservice	5	5	0	3	7	0	13	12	0	0	0	0	3	8	1
On-The-Job	28	23	39	29	24	19	42	30	36	36	11	12	28	29	17
Level of Importance ($\overline{X}$) on 1-4 Scale	3.1199		3.1846		3.2619		3.0747		3.0968		3.2443		3.0526		2.95
% Would Use Teacher Aide	3.14		1.38		1.89		3.85		0		3.13		5.53		2.7

(Ranking: Perceived Importance 80; Relative Time Spent 78; Teacher Aide Use 178.)

APPENDIX A (Continued)

Task J 187 - Attend classes in teaching skill areas.

	Column Number/Program Area															
	0		1		2		3		4		5		6		7	
Items	All		Ag		CVAE		DE		Health		Home Ec		ICT		VOE	
Average % Time Spent by Members Performing	.65		.67		.66		.69		.67		.62		.62		.60	
Average % Time Spent by All Members	.44		.49		.40		.51		.54		.35		.41		.38	
% of Members Performing	67.28		73.28		60.58		73.77		81.25		57.05		66.88		63.76	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	42	39	36	36	40	30	25	23	20	22	68	64	39	30	56	57
Certification Course	7	13	13	15	14	28	6	14	11	17	4	6	7	19	3	3
Inservice	14	16	15	18	14	23	20	23	20	22	7	9	9	8	10	13
On-The-Job	38	32	36	31	33	19	50	40	49	39	21	21	45	43	32	26
Level of Importance ($\overline{X}$) on 1-4 Scale	3.2126		3.1887		3.3030		3.2000		3.3548		3.2530		3.0600		3.2167	
% Would Use Teacher Aide	3.93		4.14		3.59		4.81		2.53		3.13		4.25		3.47	

(Ranking: Perceived Importance 135; Relative Time Spent 131; Teacher Aide Use 167.)

APPENDIX A (Continued)

Task J 192 - Participate in the activities of professional occupational organizations.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.63		.74		.65		.63		.60		.63		.62		.58	
Average % Time Spent by All Members	.40		.49		.38		.40		.43		.34		.45		.39	
% of Members Performing	63.81		66.44		58.65		63.97		72.50		54.10		73.51		67.89	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	53	52	52	52	46	49	34	39	65	62	69	65	49	39	71	70
Certification Course	13	20	13	18	30	35	13	12	9	12	15	18	16	26	4	10
Inservice	4	5	3	7	0	0	11	10	0	0	2	2	1	6	1	3
On-The-Job	29	23	31	23	24	16	42	30	26	26	15	15	33	29	23	16
Level of Importance ($\overline{X}$) * on 1-4 Scale	3.1971		3.1892		3.3667		3.1348		3.3462		3.3827		3.2500		2.8966	
% Would Use Teacher Aide	2.36		0		1.89		3.27		2.53		2.54		2.76		1.74	

(Ranking: Perceived Importance 142; Relative Time Spent 141; Teacher Aide Use 195.)

* Significant at .05 level.

APPENDIX A (Continued)

Task J 188 - Attend classes in occupational skill area.

Items	Column Number/Program Area 0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.63		.68		.61		.67		.58		.59		.58		.59	
Average % Time Spent by All Members	.36		.45		.26		.43		.40		.27		.32		.34	
% of Members Performing	57.01		65.75		43.27		63.72		68.75		45.57		89.31		57.34	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	32	32	36	36	14	17	14	18	9	21	65	63	29	22	30	28
Certification Course	13	18	15	18	31	36	7	15	32	32	11	13	23	29	1	6
Inservice	23	23	17	18	26	29	31	30	32	29	7	7	12	14	45	48
On-The-Job	32	36	32	27	29	19	48	36	26	18	17	16	36	36	23	18
Level of Importance ($\overline{X}$) on 1-4 Scale	3.2449		3.2000		3.3478		3.2361		3.3600		3.2615		3.0513		3.3333	
% Would Use Teacher Aide	3.14		2.76		3.59		2.89		2.53		2.54		5.53		3.47	

(Ranking: Perceived Importance 152; Relative Time Spent 151; Teacher Aide Use 179.)

APPENDIX A (Continued)

Task J 196 - Conduct formal evaluation of program effectiveness.

Items	Column Number/Program Area															
	0 All		1 Ag		2 CVAE		3 DE		4 Health		5 Home Ec		6 ICT		7 VOE	
Average % Time Spent by Members Performing	.61		.65		.60		.62		.48		.61		.60		.62	
Average % Time Spent by All Members	.34		.32		.34		.34		.27		.34		.36		.33	
% of Members Performing	55.38		49.31		56.73		55.64		56.25		56.06		60.92		53.21	
When Actually Learned/(W) Ideally When Learned (I) (In Percentages)	W	I	W	I	W	I	W	I	W	I	W	I	W	I	W	I
Before Hire	54	51	51	42	59	52	29	28	52	57	74	73	59	52	65	66
Certification Course	6	8	11	17	10	14	3	10	5	5	4	4	7	7	5	5
Inservice	2	1	0	3	0	0	7	4	0	0	0	0	0	0	0	0
On-The-Job	39	39	38	39	32	34	62	58	43	38	22	23	34	41	30	29
Level of Importance ($\overline{X}$) on 1-4 Scale	3.4016		3.4286		3.4516		3.3231		3.3043		3.4881		3.5263		3.3617	
% Would Use Teacher Aide	2.55		0		5.48		3.27		2.53		1.96		4.25		1.74	

(Ranking: Perceived Importance 149; Relative Time Spent 156; Teacher Aide Use 190.)

APPENDIX B

TASKS THAT WERE SIGNIFICANTLY DIFFERENT (AT THE .05 LEVEL OR BEYOND) WHEN COMPARING PERCENT OF COORDINATOR-RESPONDENTS IN LARGE SCHOOLS AND COORDINATOR-RESPONDENTS IN SMALL SCHOOLS WHO PERFORMED TASKS RANKED IN ORDER OF MAGNITUDE OF DIFFERENCE, TEXAS, 1977

APPENDIX B

TASKS THAT WERE SIGNIFICANTLY DIFFERENT (AT THE .05 LEVEL OR BEYOND) WHEN COMPARING PERCENT OF COORDINATOR-RESPONDENTS IN LARGE SCHOOLS AND COORDINATOR-RESPONDENTS IN SMALL SCHOOLS WHO PERFORMED TASKS RANKED IN ORDER OF MAGNITUDE OF DIFFERENCE, TEXAS, 1977

Number	Statement	$\bar{Z}$[1]	Percent Performing Task: In Large Schools[2]	Percent Performing Task: In Small Schools
G 098	Conduct follow-up by telephone.	5.42	93.38	83.42
A 010	Inform interested persons of outcome of application (to enter the program).	5.35	87.38	74.94
A 007	Evaluate applications of prospective students (to enter the program).	4.98	97.79	91.52
H 129	Maintain file of employers who desire students.	4.96	88.01	76.86
H 128	Maintain file of eligible applicants desiring entry into the program.	4.62	84.23	72.75
A 009	Evaluate references of prospective students.	4.47	86.28	75.84
F 087	Prepare students to give presentations to school groups.	4.41	67.82	52.96
H 130	Maintain list of names for the employer-employee appreciation function.	4.40	85.33	74.81
F 086	Prepare exhibits/posters for school display.	4.36	82.65	71.47
A 008	Evaluate permanent records of prospective students.	4.30	90.85	82.39

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[1] Guilford, J.P., Fruchter, B. Fundamental Statistics in Psychology and Education (5th ed.) New York: McGraw Hill, 1973, pp. 162-164.

[2] Large Schools = 1,492 or more.

APPENDIX B (Continued)

Task Number	Task Statement	$\bar{Z}$	Percent Performing Task In Large Schools	Percent Performing Task In Small Schools
H 138	Update follow-up records.	4.09	91.64	83.93
B 022	Counsel individual students concerning problems at school.	4.06	97.00	91.77
A 011	Interview counselors and former teachers of prospective students.	4.05	93.06	85.99
C 044	Make slides for instructional use.	4.06	61.51	46.79
D 052	Teach lessons using resource persons (guest speakers) from the community.	3.94	95.43	89.59
H 132	Maintain records of student referrals to prospective employers.	3.95	74.76	62.98
D 059	Teach lessons using audiotapes.	3.88	73.50	61.70
F 084	Organize special activities to promote the program (e.g. special assembly, vocational fairs, vocational week activities, etc.).	3.77	79.81	69.67
G 107	Participate in career day activities.	3.75	72.40	60.80
D 055	Teach lessons using role-playing class sessions.	3.66	83.12	74.03
G 110	Visit advisory committee members individually.	3.66	82.81	73.65
F 091	Supply information to television for program publicity.	3.55	34.70	17.22
A 006	Conduct student orientation meeting prior to the first day of class.	3.54	78.08	68.25

APPENDIX B (Continued)

Task Number	Task Statement	$\bar{Z}$	Percent Performing Task In Large Schools	Percent Performing Task In Small Schools
G 122	Visit with students at the training station.	3.46	95.27	90.23
D 062	Teach lessons using movie films.	3.43	91.32	84.96
C 034	Develop written unit/topic objectives.	3.41	81.70	70.01
J 195	Visit industry/business to keep current.	3.40	89.27	82.39
F 080	Conduct an employer-employee appreciation function.	3.34	92.74	87.02
C 035	Develop instructional handouts for students.	3.22	93.53	88.30
H 136	Schedule appointments.	3.17	90.69	84.70
B 024	Counsel individual students concerning personal problems not related to employment or school.	3.16	92.27	86.76
K 198	Attend P.T.A. meetings.	3.16	60.57	49.23
G 115	Visit with employer to introduce other school personnel.	3.13	46.85	33.80
D 053	Use team-teaching techniques in conjunction with other teachers.	3.13	48.42	35.60
A 004	Assist students in obtaining preemployment physical examinations (e.g. health card, blood test, physical, x-rays).	3.13	54.57	42.55
C 045	Make transparencies for instructional use.	3.13	77.13	68.38

APPENDIX B (Continued)

Task Number	Task Statement	$\overline{Z}$	Percent Performing Task In Large Schools	Percent Performing Task In Small Schools
H 152	Maintain a check-out/check-in system for equipment, supplies, study guides, texts, etc.	3.11	73.66	64.40
H 147	Maintain student file folders/records.	3.09	95.74	91.52
H 149	Maintain program operations records (e.g. administrative files, list of vendors, etc.).	3.07	65.14	54.76
D 060	Teach lessons using videotapes.	3.06	49.53	37.15
K 205	Participate in school wide open house activities.	3.05	91.80	86.38
D 061	Teach lessons using overhead projector.	2.95	88.96	83.03
H 134	Pick up/deliver audiovisual materials, supplies, etc.	2.94	82.02	74.68
G 123	Work with employer to develop training plans.	2.94	94.80	90.49
G 108	Select advisory committee members.	2.93	94.01	89.46
H 145	Type forms required by the local school district.	2.93	90.38	84.83
E 072	Prepare written tests.	2.90	97.95	94.99
H 148	Prepare program operations records (e.g. administrative files, list of vendors, etc.).	2.89	66.40	56.81
C 039	Modify commerically produced lesson plans (such as those found in Students' Personal Adjustment to Work, World of Work, etc.).	2.88	76.81	68.77

APPENDIX B (Continued)

Task Number	Task Statement	$\bar{Z}$	Percent Performing Task In Large Schools	Percent Performing Task In Small Schools
F 089	Prepare students to publicize program with underclassmen.	2.82	78.55	70.95
G 109	Transport students on occasion.	2.81	90.69	85.48
F 083	Give talks to school groups.	2.77	75.08	67.10
G 116	Visit with employer to obtain training aids and materials.	2.77	82.49	75.71
E 077	Consult with students for their input before determining their grade.	2.76	72.24	63.88
F 094	Supply information to magazines for program publicity.	2.76	32.65	19.54
G 118	Visit with other teachers concerning students' progress.	2.75	92.74	88.17
D 064	Teach lessons using filmstrips or slides.	2.74	94.64	90.62
D 051	Teach lessons using currently enrolled students.	2.66	84.54	78.41
H 126	Keep records of advisory committee meetings.	2.56	60.25	51.16
D 058	Teach lessons using discussions.	2.54	98.42	96.14
G 119	Visit with professional groups or union leaders concerning community needs.	2.53	44.64	34.06
B 031	Help students with homework in academic classes.	2.52	69.24	61.31

APPENDIX B (Continued)

Task Number	Task Statement	$\bar{X}$	Percent Performing Task In Large Schools	Percent Performing Task In Small Schools
E 065	Analyze progress reports from employers.	2.50	95.90	92.67
G 096	Conduct follow-up by mail.	2.48	50.63	40.87
G 104	Coordinate disciplinary actions with school administrative personnel.	2.47	84.70	79.05
H 146	Prepare student file folders/records.	2.44	94.64	91.13
B 032	Provide individual career guidance.	2.43	92.59	88.56
E 073	Administer written tests.	2.43	98.42	96.27
D 056	Teach lessons using job simulation.	2.40	82.65	76.86
F 090	Provide recognition for outstanding program supporters (e.g. teachers, advisors, employers, media representatives, civic leaders, etc.).	2.36	74.29	67.48
C 047	Select equipment, training aids, supplies, etc.	2.33	96.69	93.96
B 025	Counsel students about relevancy between academic classwork and vocational needs.	2.33	92.74	88.95
A 003	Assist students in knowing how to fill out employment application forms.	2.31	97.79	95.50
H 137	Tabulate results of employer report forms.	2.30	75.39	68.89

APPENDIX B (Continued)

Task Number	Task Statement	$\bar{Z}$	Percent Performing Tas	
			In Large Schools	In Small Schools
J 192	Participate in the activities of professional occupational organizations.	2.28	67.82	60.54
J 196	Conduct formal evaluation of program effectiveness.	2.24	59.78	51.80
H 141	Type correspondence.	2.18	88.96	84.70
C 036	Develop lesson plans based on local needs.	2.18	96.53	93.96
D 050	Teach lessons using former students.	2.14	64.83	57.71
E 075	Prepare performance or skill tests.	2.13	72.40	66.07
H 139	Use copying machines (e.g. Xerox, mimeograph, ditto, etc.).	2.09	95.43	92.67
A 016	Notify students who are not accepted into the program.	2.03	84.54	79.95
A 015	Make arrangements with employer for employment interview with the student.	2.02	98.10	96.27
F 085	Prepare exhibits/posters for community display.	2.01	53.63	46.02
C 033	Develop written course objectives.	2.01	85.17	80.72
K 208	Supervise study hall/advisory class/homeroom.	1.98	54.10	46.66
B 030	Consult with local Texas Rehabilitation Commission concerning student problems.	1.97	19.40	8.48
B 028	Consult with local family counseling services concerning student problems.	1.97	24.76	15.04

APPENDIX B (Continued)

Task Number	Task Statement	$\overline{Z}$	Percent Performing Task In Large Schools	Percent Performing Task In Small Schools
E 067	Analyze students' self-evaluation.	1.96	83.60	79.05
K 210	Teach Adult Education Classes.	-1.98	14.67	24.94
K 202	Drive school bus on special occasions.	-2.01	9.62	21.21
F 093	Supply information to newspapers for program publicity.	-2.10	85.96	89.85
I 159	Attend state youth leadership chapter meetings.	-2.12	77.76	82.78
I 175	Assist chapter members in preparing for fund raising activities.	-2.13	90.69	93.83
F 079	Assist students in building floats for parades.	-2.29	28.55	38.82
K 204	Monitor students' conduct on school premises other than in classrooms (e.g. parking lot, cafeteria, halls, detention hall, etc.).	-3.91	80.76	88.82
K 206	Perform duties as assigned at school sports/social events.	-4.28	70.66	81.75
K 207	Sponsor school clubs (e.g. cheerleaders, junior class, spirit club, prom, etc.).	-4.64	41.96	59.77

APPENDIX C

TASKS THAT WERE SIGNIFICANTLY DIFFERENT (AT THE .05 LEVEL OR BEYOND) WHEN COMPARING PERCENT OF COORDINATOR-RESPONDENTS FROM LARGER COMMUNITIES AND COORDINATOR-RESPONDENTS OF SMALLER COMMUNITIES WHO PERFORMED TASKS RANKED IN THE ORDER OF MAGNITUDE OF DIFFERENCE, TEXAS, 1977

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APPENDIX C

TASKS THAT WERE SIGNIFICANTLY DIFFERENT (AT THE .05 LEVEL OR BEYOND) WHEN COMPARING PERCENT OF COORDINATOR-RESPONDENTS FROM LARGER COMMUNITIES AND COORDINATOR-RESPONDENTS OF SMALLER COMMUNITIES WHO PERFORMED TASKS RANKED IN THE ORDER OF MAGNITUDE OF DIFFERENCE, TEXAS, 1977

Task Number	Task Statement	$\overline{Z}$[1]	Percent Performing Task: In Larger Communities[2]	Percent Performing Task: In Smaller Communities
H 128	Maintain file of eligible applicants desiring entry into the program.	5.39	87.21	72.11
K 198	Attend P.T.A. meetings.	4.99	66.75	47.22
G 098	Conduct follow-up by telephone.	4.91	94.63	84.44
F 086	Prepare exhibits/posters for school display.	4.87	85.93	72.11
H 129	Maintain file of employers who desire students.	4.77	89.26	77.00
A 009	Evaluate references of prospective students.	4.17	87.47	76.44
H 134	Pick up/deliver audiovisual materials, supplies, etc.	3.96	85.17	74.11
D 055	Teach lessons using role-playing class sessions.	3.96	85.17	74.11
A 004	Assist students in obtaining preemployment physical examinations (e.g. health card, blood test, physical, x-rays).	3.87	58.31	42.11
A 011	Interview counselors and former teachers of prospective students.	3.86	94.12	86.44

[1] Guilford, J.P., & Fruchter, B. Fundamental Statistics in Psychology and Education (5th ed.) New York: McGraw Hill, 1973, pp. 162-164.

[2] Large Communities = 50,000 or more

APPENDIX C (Continued)

Task Number	Task Statement	$\bar{Z}$	Percent Performing Task In Larger Communities	Percent Performing Task In Smaller Communities
H 126	Keep records of advisory committee meetings.	3.85	65.47	50.56
C 039	Modify commerically produced lesson plans (such as those found in Students' Personal Adjustment to Work, World of Work, etc.).	3.72	80.82	69.44
C 035	Develop instructional handouts for students.	3.71	95.40	88.67
C 041	Make displays/bulletin boards for instructional use.	3.68	94.12	86.89
A 007	Evaluate applications of prospective students (to enter the program).	3.66	97.70	92.33
E 077	Consult with students for their input before determining their grade.	3.60	75.70	63.67
H 132	Maintain records of student referrals to prospective employers.	3.59	75.96	64.00
D 051	Teach lessons using currently enrolled students.	3.52	86.96	77.78
E 067	Analyze students' self-evaluation.	3.45	86.70	77.67
H 136	Schedule appointments.	3.45	92.33	85.00
C 044	Make slides for instructional use.	3.44	61.89	48.11
F 091	Supply information to television for program publicity.	3.30	34.78	18.00
F 084	Organize special activities to promote the program (e.g. special assembly, vocational fairs, vocational week activities, etc.).	3.24	80.56	70.78

APPENDIX C (Continued)

Task Number	Task Statement	$\bar{Z}$	Percent Performing Task In Larger Communities	Percent Performing Task In Smaller Communities
H 137	Tabulate results of employer report forms.	3.15	78.26	68.33
A 006	Conduct student orientation meeting prior to the first day of class.	3.13	78.77	69.00
H 138	Update follow-up records.	3.10	91.82	85.22
G 115	Visit with employer to introduce other school personnel.	3.05	48.34	34.56
B 024	Counsel individual students concerning personal problems not related to employment or school.	3.02	93.35	87.44
D 056	Teach lessons using job simulation.	3.01	84.91	76.78
A 016	Notify students who are not accepted into the program.	2.99	87.21	79.67
A 010	Inform interested persons of outcome of application (to enter the program).	2.95	85.68	77.89
H 147	Maintain student file folders/records.	2.92	96.42	91.89
D 062	Teach lessons using movie films.	2.88	92.33	86.44
C 045	Make transparencies for instructional use.	2.75	77.75	69.11
G 108	Select advisory committee members.	2.74	94.63	89.78
H 152	Maintain a check-out/check-in system for equipment, supplies, study guides, texts, etc.	2.74	74.17	65.00
D 061	Teach lessons using overhead projector.	2.70	89.51	83.33

APPENDIX C (Continued)

Task Number	Task Statement	$\overline{Z}$	Percent Performing Task	
			In Larger Communities	In Smaller Communities
F 087	Prepare students to give presentations to school groups.	2.68	65.98	55.89
F 089	Prepare students to publicize program with underclassmen.	2.66	79.80	71.78
D 052	Teach lessons using resource persons (guest speakers) from the community.	2.65	95.14	90.67
A 008	Evaluate permanent records of prospective students.	2.60	89.77	83.89
J 195	Visit industry/business to keep current.	2.58	89.26	83.33
H 145	Type forms required by the local school district.	2.57	91.05	85.56
G 107	Participate in career day activities.	2.57	71.10	62.11
D 050	Teach lessons using former students.	2.54	66.75	57.33
B 021	Conduct group counseling sessions concerning personal problems not related to employment or school.	2.53	62.15	52.22
E 065	Analyze progress reports from employers.	2.53	96.68	93.00
K 208	Supervise study hall/advisory class/homeroom.	2.49	56.78	46.44
E 070	Make subjective judgments in evaluation of students.	2.46	84.65	78.11

APPENDIX C (Continued)

Task Number	Task Statement	$\bar{Z}$	Percent Performing Task In Larger Communities	Percent Performing Task In Smaller Communities
G 104	Coordinate disciplinary actions with school administrative personnel.	2.41	85.93	79.78
H 125	Develop forms/form letters (e.g. applications, agreements, referrals, evaluation forms, etc.).	2.38	75.19	67.44
G 119	Visit with professional groups or union leaders concerning community needs.	2.33	45.52	34.89
F 083	Give talks to school groups.	2.30	75.45	68.00
D 059	Teach lessons using audiotapes.	2.30	72.38	64.56
G 116	Visit with employer to obtain training aids and materials.	2.28	82.86	76.56
E 071	Observe students' performance on the job for grading purposes.	2.27	92.07	87.56
B 031	Help students with homework in academic classes.	2.26	70.08	62.11
G 122	Visit with students at the training station.	2.26	94.88	91.11
C 036	Develop lesson plans based on local needs.	2.23	97.19	94.22
C 034	Develop written unit/topic objectives.	2.18	80.56	74.22
D 053	Use team-teaching techniques in conjunction with other teachers.	2.13	47.06	37.44
G 123	Work with employer to develop training plans.	2.09	94.88	91.44
B 028	Consult with local family counseling services concerning student problems.	2.05	25.83	15.11

APPENDIX C (Continued)

Task Number	Task Statement	$\bar{Z}$	Percent Performing Task In Larger Communities	Percent Performing Task In Smaller Communities
B 025	Counsel students about relevancy between academic classwork and vocational needs.	2.03	93.09	89.33
G 114	Visit with Texas Employment Commission in placing students.	2.01	34.02	24.11
D 058	Teach lessons using discussions.	1.99	98.72	96.78
C 033	Develop written course objectives.	1.99	85.68	80.67
I 165	Advise local youth leadership chapter officers.	-2.10	81.07	86.11
K 200	Attend service club meetings (e.g. Lions Club, Rotary Club, etc. meetings).	-2.26	43.99	54.00
I 158	Attend area youth leadership chapter meetings.	-2.38	84.66	89.67
I 173	Assist chapter members in preparing for state contests.	-2.53	52.94	63.00
I 184	Make travel and housing arrangements for out of town youth leadership activities.	-2.73	74.42	82.00
I 170	Assist chapter memebers in preparing for local contests.	-3.03	67.01	76.67
F 079	Assist students in building floats for parades.	-3.23	21.99	40.67
I 172	Assist chapter members in preparing for area contests.	-3.80	61.89	74.78
K 207	Sponsor school clubs (e.g. cheerleaders, junior class, spirit club, prom, etc.).	-4.02	39.39	57.78

APPENDIX C (Continued)

Task Number	Task Statement	$\overline{Z}$	Percent Performing Task In Larger Communities	Percent Performing Task In Smaller Communities
K 204	Monitor students' conduct on school premises other than in classrooms (e.g. parking lot, cafeteria, halls, detention hall, etc.).	-4.74	77.75	88.89
K 206	Perform duties as assigned at school sports events.	-5.01	66.50	81.56
I 159	Attend state youth leadership chapter meetings.	-5.22	70.84	85.11
F 093	Supply information to newspapers for program publicity.	-5.77	80.05	92.11

APPENDIX D

TASKS THAT WERE SIGNIFICANTLY DIFFERENT (AT THE .05 LEVEL OR BEYOND) WHEN COMPARING PERCENT OF COORDINATOR-RESPONDENTS WITH MORE EXPERIENCE AND COORDINATOR-RESPONDENTS WITH LESS EXPERIENCE WHO PERFORMED TASKS RANKED IN ORDER OR MAGNITUDE OF DIFFERENCE, TEXAS, 1977

APPENDIX D

TASKS THAT WERE SIGNIFICANTLY DIFFERENT (AT THE .05 LEVEL OR BEYOND) WHEN COMPARING PERCENT OF COORDINATOR-RESPONDENTS WITH MORE EXPERIENCE AND COORDINATOR-RESPONDENTS WITH LESS EXPERIENCE WHO PERFORMED TASKS RANKED IN ORDER OF MAGNITUDE OF DIFFERENCE, TEXAS, 1977

Task Number	Task Statement	$\bar{Z}$[1]	Percent Performing Task	
			With More Experience[2]	With Less Experience
C 040	Modify existing lesson plans (from prior years).	4.96	90.16	79.23
D 050	Teach lessons using former students.	4.52	67.39	50.31
G 110	Visit advisory committee members individually.	4.26	82.48	70.67
J 195	Visit industry/business to keep current.	3.97	89.22	80.45
I 173	Assist chapter members in preparing for state contests.	3.54	65.63	52.34
G 097	Conduct follow-up by personal visits.	3.30	66.71	54.58
I 172	Assist chapter members in preparing for area contests.	2.98	75.34	65.99
F 082	Give talks to community groups.	2.94	62.13	50.71
G 108	Select advisory committee members.	2.91	93.53	88.60
I 183	Formally judge student contests/projects.	2.67	58.09	47.25
G 103	Coordinate advisory committee meetings.	2.66	81.54	74.34

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[1] Guilford, J.P., & Fruchter, B. Fundamental Statistics in Psychology and Education (5th ed.) New York: McGraw Hill, 1973, pp. 162-164.

[2] More Experience = four or more years experience.

APPENDIX D (Continued)

Task Number	Task Statement	$\bar{Z}$	Percent Performing Task With More Experience	Percent Performing Task With Less Experience
G 116	Visit with employer to obtain training aids and materials.	2.53	82.08	75.36
F 083	Give talks to school groups.	2.44	73.58	65.78
G 104	Coordinate disciplinary actions with school administrative personnel.	2.42	84.23	78.21
I 170	Assist chapter members in preparing for local contests.	2.34	76.68	69.65
I 171	Assist chapter members in preparing for district contest.	2.30	56.47	47.05
J 196	Conduct formal evaluation of program effectiveness.	2.23	58.76	49.90
I 160	Attend national youth leadership chapter meetings which eligible.	2.17	36.66	25.66
I 163	Assist candidates running for state offices.	2.16	32.35	20.77
J 192	Participate in the activities of professional occupational organizations.	2.01	66.04	58.86
K 199	Attend school committee meetings (e.g. meeting of the textbook, discipline, faculty relations, etc. committees).	2.00	80.59	75.15
F 092	Supply information to radio for program publicity.	2.00	47.44	38.49

APPENDIX D (Continued)

Task Number	Task Statement	$\bar{Z}$	Percent Performing Task With More Experience	 With Less Experience
B 032	Provide individual career guidance.	-2.00	89.35	92.87
I 175	Assist chapter members in preparing for fund raising activities.	-2.27	91.64	95.11
K 203	Maintain clean/orderly classroom.	-2.35	93.40	96.54
C 041	Make displays/bulletin boards for instructional use.	-2.42	87.74	92.26
A 003	Assist students in knowing how to fill out employment application forms.	-2.48	95.82	98.37
D 055	Teach lessons using role-playing class sessions.	-2.53	75.47	82.28
H 147	Maintain student file folders/records.	-2.72	91.64	95.72
G 095	Communicate with students who have been absent from class or work (e.g. by telephone, visit, etc.).	-3.31	93.94	97.96

APPENDIX E

TASKS THAT WERE PERFORMED BY A SIGNIFICANTLY DIFFERENT (AT THE .05 LEVEL OR BEYOND) PERCENT OF FULL-TIME COORDINATOR-RESPONDENTS WHEN COMPARED WITH OTHER COORDINATOR-RESPONDENTS, WHO PERFORMED TASKS, RANKED IN ORDER OF MAGNITUDE OF DIFFERENCE, TEXAS, 1977

APPENDIX E

TASKS THAT WERE PERFORMED BY A SIGNIFICANTLY DIFFERENT (AT THE .05 LEVEL OR BEYOND) PERCENT OF FULL-TIME COORDINATOR-RESPONDENTS WHEN COMPARED WITH OTHER COORDINATOR-RESPONDENTS, WHO PERFORMED TASKS, RANKED IN ORDER OF MAGNITUDE OF DIFFERENCE, TEXAS, 1977

Task Number	Task Statement	Z[1]	Percent Performing Task	
			Full-Time Coordinators	Other Coordinators
H 128	Maintain file of eligible applicants desiring entry into the program	6.17	83.17	62.33
G 098	Conduct follow-up by telephone.	6.06	93.34	80.00
G 110	Visit advisory committee members individually.	5.96	83.05	63.00
J 195	Visit industry/business to keep current.	5.47	89.22	74.67
H 132	Maintain records of student referrals to prospective employers.	4.96	74.58	54.67
D 059	Teach lessons using audiotapes.	4.82	74.09	54.67
D 055	Teach lessons using role-playing class sessions.	4.78	83.54	68.33
H 138	Update follow-up records.	4.77	91.04	79.67
G 116	Visit with employer to obtain training aids and materials.	4.74	83.66	68.67
B 025	Counsel students about relevancy between academic classwork and vocational needs.	4.70	93.22	83.33

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[1] Guilford, J. P., & Fruchter, B. Fundamental Statistics in Psychology and Education (5th ed
New York: McGraw Hill, 1973, pp. 162-164.

APPENDIX E (Continued)

Task Number	Task Statement	$\bar{Z}$	Percent Performing Task	
			Full Time Coordinators	Other Coordinators
G 107	Participate in career day activities.	4.57	70.58	51.00
G 118	Visit with other teachers concerning students' progress.	4.48	93.10	83.67
E 072	Prepare written tests.	4.03	97.82	92.67
A 007	Evaluate applications of prospective students (to enter the program).	3.97	96.85	91.00
A 008	Evaluate permanent records of prospective students.	3.94	89.95	80.33
C 035	Develop instructional handouts for students.	3.87	93.22	85.33
H 129	Maintain file of employers who desire students.	3.84	84.99	73.67
C 041	Make displays/bulletin boards for instructional use.	3.69	92.49	84.67
F 083	Give talks to school groups.	3.58	74.33	60.67
G 115	Visit with employer to introduce other school personnel.	3.57	46.49	23.67
F 087	Prepare students to give presentations to school groups.	3.47	63.44	47.33
D 050	Teach lessons using former students.	3.45	65.98	50.67
H 145	Type forms required by the local school district.	3.45	89.71	81.33

APPENDIX E (Continued)

Task Number	Task Statement	$\bar{Z}$	Percent Performing Task	
			Full Time Coordinators	Other Coordinators
B 022	Counsel individual students concerning problems at school.	3.43	95.64	90.00
A 010	Inform interested persons of outcome of application (to enter the program).	3.40	84.14	74.00
D 051	Teach lessons using currently enrolled students.	3.34	84.50	74.67
B 031	Help students with homework in academic classes.	3.26	69.49	56.00
F 084	Organize special activities to promote the program (e.g. special assembly, vocational fairs, vocational week activities, etc.).	3.24	77.72	66.33
E 074	Grade written tests.	3.21	98.43	95.00
I 173	Assist chapter members in preparing for state contests.	3.10	63.20	49.00
C 034	Develop written unit/topic objectives.	3.07	80.39	70.33
H 134	Pick up/deliver audiovisual materials, supplies, etc.	3.05	80.87	71.00
F 086	Prepare exhibits/posters for school display.	3.02	80.51	70.67
I 186	Solicit the support of employers for youth leadership activities.	3.01	73.73	62.33

APPENDIX E (Continued)

Task Number	Task Statement	$\bar{Z}$	Percent Performing Task Full Time Coordinators	 Other Coordinators
H 126	Keep records of advisory committee meetings.	2.98	59.93	45.67
G 119	Visit with professional groups or union leaders concerning community needs.	2.97	43.70	25.33
A 011	Interview counselors and former teachers of prospective students.	2.92	91.65	85.33
C 045	Make transparencies for instructional use.	2.89	75.79	65.33
D 062	Teach lessons using movie films.	2.89	90.56	84.00
D 052	Teach lessons using resource persons (guest speakers) from the community.	2.84	94.19	89.00
A 009	Evaluate references of prospective students.	2.81	83.41	75.00
H 137	Tabulate results of employer report forms.	2.80	75.79	65.67
B 024	Counsel individual students concerning personal problems not related to employment or school.	2.79	90.92	84.67
E 073	Administer written tests.	2.79	98.31	95.33
G 109	Transport students on occasion.	2.75	89.83	83.33
D 056	Teach lessons using job simulation.	2.65	82.45	74.33
A 006	Conduct student orientation meeting prior to the first day of class.	2.65	76.39	67.00

APPENDIX E (Continued)

Task Number	Task Statement	$\bar{Z}$	Percent Performing: Full Time Coordinators	Percent Performing: Other Coordinators
G 104	Coordinate disciplinary actions with school administrative personnel.	2.64	83.78	76.00
E 069	Grade workbook (study guide) assignments.	2.60	93.83	89.00
D 061	Teach lessons using overhead projector.	2.55	87.05	80.33
A 016	Notify students who are not accepted into the program.	2.53	85.11	78.00
G 122	Visit with students at the training station.	2.51	94.43	90.00
G 108	Select advisory committee members.	2.37	93.22	88.67
H 149	Maintain program operations records (e.g. administrative files, list of vendors, etc.).	2.29	62.83	52.67
C 033	Develop written course objectives.	2.27	84.75	78.33
H 141	Type correspondence.	2.26	88.01	82.33
F 091	Supply information to television for program publicity.	2.25	29.30	9.67
I 172	Assist chapter members in preparing for area contests.	2.24	71.91	63.33
H 148	Prepare program operations records (e.g. administrative files, list of vendors, etc.).	2.24	63.80	54.00
H 136	Schedule appointments.	2.24	89.59	88.67

APPENDIX E (Continued)

Task Number	Task Statement	$\overline{Z}$	Percent Performing Task: Full-Time Coordinators	Percent Performing Task: Other Coordinators
D 057	Teach lessons using demonstrations.	2.22	92.98	88.67
C 044	Make slides for instructional use.	2.21	56.66	46.00
D 060	Teach lessons using videotapes.	2.19	46.13	34.00
G 103	Coordinate advisory committee meetings.	2.16	80.51	73.67
G 096	Conduct follow-up by mail.	2.16	47.94	36.33
E 065	Analyze progress reports from employers.	2.13	95.64	92.33
B 019	Conduct group counseling sessions concerning problems at school.	2.08	64.89	56.00
H 125	Develop forms/form letters (e.g. applications, agreements, referrals, evaluation forms, etc.).	2.03	72.03	64.33
H 146	Prepare student file folders/records.	2.02	93.70	90.00
C 040	Modify existing lesson plans (from prior years).	1.99	87.41	82.33
A 005	Assist students in obtaining social security number.	-2.04	79.42	85.33
K 203	Maintain clean/orderly classroom.	-2.17	94.07	97.33
I 158	Attend area youth leadership chapter meetings.	-2.26	85.59	91.00
I 177	Assist chapter officers in collecting dues.	-2.38	92.25	96.33

APPENDIX E (Continued)

Task Number	Task Statement	$\overline{Z}$	Percent Performing Task Full-Time Coordinators	 Other Coordinators
G 102	Conduct home visitation.	-2.42	52.91	63.33
I 165	Advise local youth leadership chapter officers.	-2.77	82.45	89.67
I 159	Attend state youth leadership chapter meetings.	-3.01	77.48	86.33
I 175	Assist chapter members in preparing for fund raising activities.	-3.21	90.80	96.67
K 206	Perform duties as assigned at school sports/social events.	-3.48	73.73	84.67
K 207	Sponsor school clubs (e.g. cheerleaders, junior class, spirit club, prom, etc.).	-3.80	46.49	63.33
K 204	Monitor students' conduct on school premises other than in classrooms (e.g. parking lot, cafeteria, halls, detention hall, etc.).	-3.92	82.45	92.33
K 210	Teach Adult Education classes.	-4.02	11.86	36.00

APPENDIX F

COORDINATORS MAKING PRELIMINARY IDENTIFICATION OF TASKS PERFORMED

Coordinator	Program Area
Janet Hayes	Health Occupations
Cathy Rector	Home Economics
Diane Reister	Distributive Education
Vernon Files	Distributive Education

APPENDIX G

SUPERVISORS MAKING PRELIMINARY IDENTIFICATION OF TASKS COORDINATORS PERFORMED

Supervisor	Former Coordinator In
Gayle Todd	Ag and ICT
Percy Pace	De
Gabe Dooley	Ag
Joe Toquegney	Ag
Bill Duncum	DE
E. T. "Red" Arvin	Ag

APPENDIX H

JURY MEMBERS WHO VALIDATED TASK LIST

Jury Member	Program
Dorothy Bond	VOE
David Childs	VOE
James Keaton	Health
Joe B. Neely	Multi-Occupational
Cadar Parr	Associate Commissioner for Occupational Education and Technology
Robert Patterson	Trade and Industrial Education
Elizabeth Smith	Home Ec
Joe Tatum	Ag
David Thompson	DE

APPENDIX I

FINAL TASK LIST
REVISION COMMITTEE

Committee Member	Program
Bob Mathews	ICT
Bobby Bone	Ag
Welta Burris	DE
Winfield Smith	DE

APPENDIX J

QUESTIONNAIRE LOG

	Health Occ.	Home Ec.	ICT	CVAE	DE	VOAG	VOE	TOTAL
Total No. Completed	82	320	162	107	431	160	248	1510
No. Good	80	305	151	104	408	146	213	1412
Number of full-time coordinators	43	142	134	87	297	18	105	826
Numbers Assigned								
Blue	1-42	101-249	551-630	651-699	801- 996	1251-1322	1451-1555	
Gold	51-88	251-406	451-521	701-755	1001-1212	1352-1425	1601-1713	